

THE
PRINCETON SEMINARY CATALOGUE



VOLUME xiv, NUMBER 1, JULY 1990

THE PRINCETON SEMINARY CATALOGUE

(USPS 372-490)

VOLUME XIV, NUMBER 1 (NEW SERIES)

JULY 1990

The Catalogue is the basic issue of *The Princeton Seminary Catalogue* published each year by Princeton Theological Seminary, Princeton, New Jersey. Additional issues are published in the Fall, Winter, and Spring in the form of specific course schedules and Seminary Regulations.

Second class postage paid at Princeton, New Jersey, 08542

The annual Catalogue is an account of the academic year 1989-1990 and an announcement of the proposed program for the years 1990-1992. The projected program is subject to change and is in no way binding upon the Seminary. Tuition and fees listed herein cover the 1990-1991 academic year and are subject to change in subsequent years without notice.

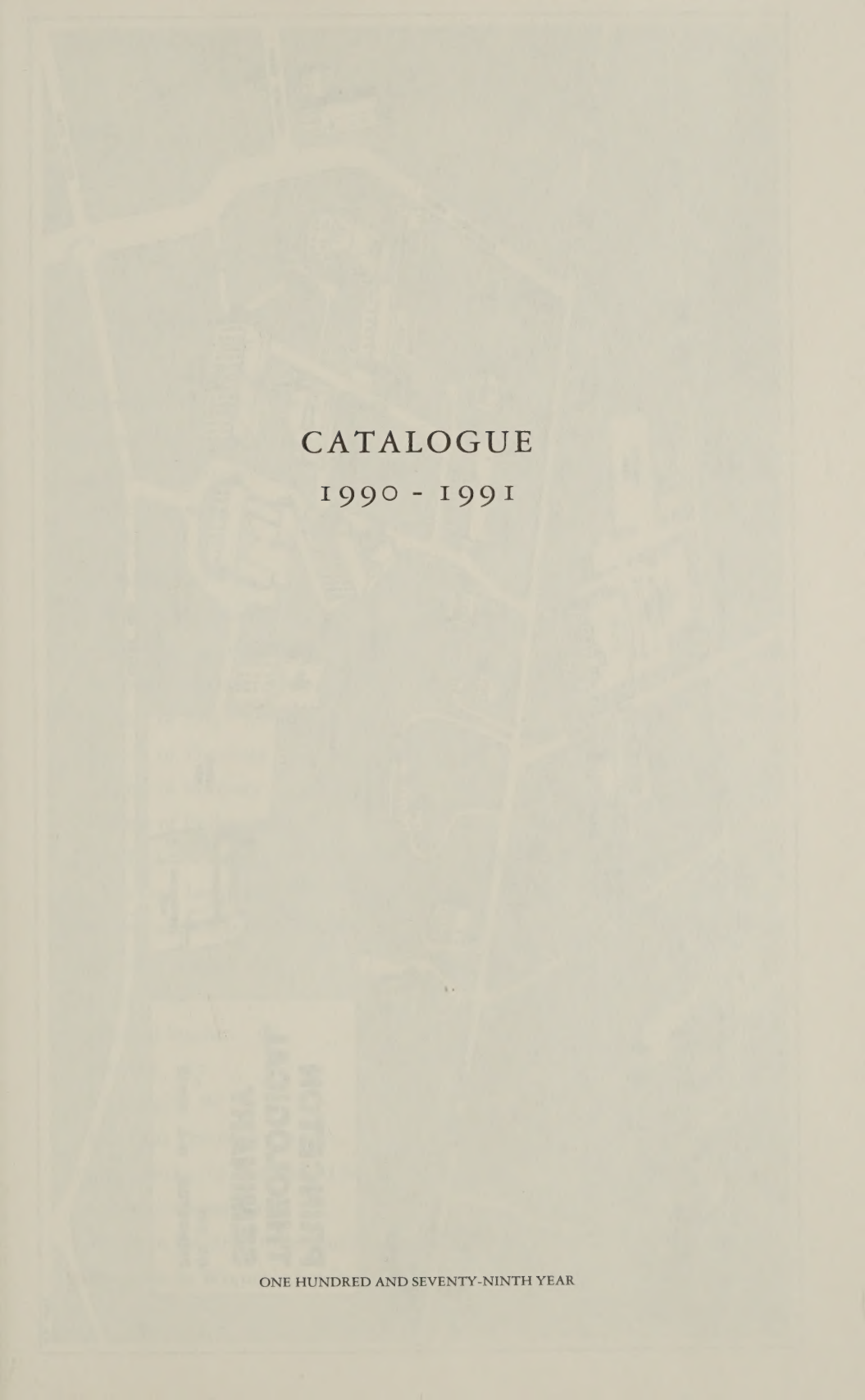
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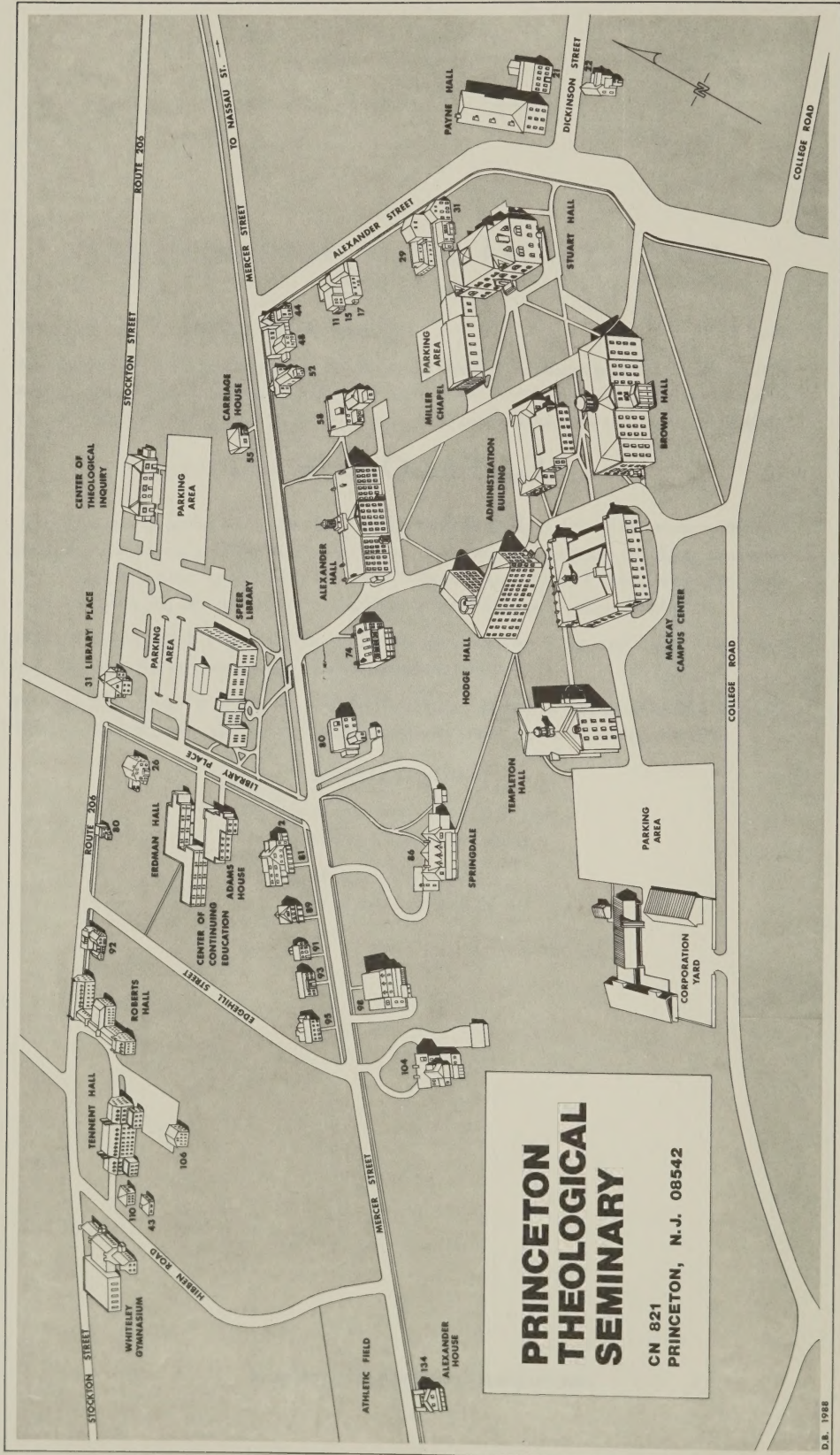
The Middle States Association
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A faint, light-colored map of a city grid is visible in the background, showing streets and building footprints. The map is oriented with North at the top.

CATALOGUE

1990 - 1991

ONE HUNDRED AND SEVENTY-NINTH YEAR



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Communication with the Seminary ~

Mailing Address Princeton Theological Seminary
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 Telephone Number (609) 921-8300

Communication with the Seminary will be facilitated if initial correspondence is addressed to the officers named below. The telephone numbers listed provide direct access to those offices.

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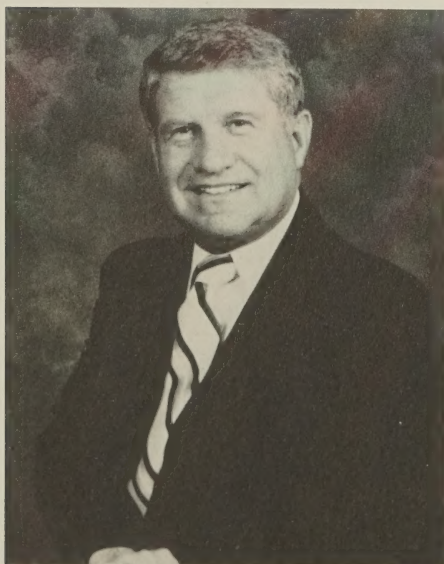
Public Relations: *Director of Public Information* 497-7760

Seminary offices are open from 8:30 until 4:30, Monday through Friday, and on Saturday mornings by appointment.

Visiting the Campus ~

Prospective students are encouraged to visit the Seminary campus at their convenience. *Arrangements made in advance with the Director of Vocations and Admissions* will facilitate opportunities during such visits for personal interviews with members of the Seminary staff, attendance at classes, and informal discussion with Seminary students. Meals and lodging can be provided if a visiting prospective student so desires.

Such visits are not invariably a part of the admissions procedure, but they have proved helpful to both students and admissions personnel in evaluating the student's needs and interests in Seminary education. If a prospective visitor has applied for admission to Princeton Seminary, this should be indicated in correspondence about a proposed trip to the campus. Visits may be scheduled throughout the year; however, because the months of April and May are unusually busy with applications for admission, a prospective student may wish to plan his or her visit for other times of the year, when the chances are better for a more relaxed and profitable stay.



David L. Crawford
Director of Vocations and Admissions

Calendar 1990-1991 ≈

1990

June 11	Monday	Summer session begins.
Aug. 10	Friday	Summer session ends.



Sept. 19	Wednesday		Orientation for full-time students begins.
Sept. 23	Sunday	7:45 p.m.	Opening convocation of the 179th session.
Sept. 24	Monday	8:00 a.m.	Communion service.
		9:40 a.m.	Fall classes begin.
Oct. 5	Friday	4:30 p.m.	Deadline for changing fall classes without petition.
Oct. 6	Saturday	9:00 a.m.	Postponed and reexaminations.
Oct. 8	Monday	4:30 p.m.	Deadline for 80% refunds.
Oct. 26	Friday	4:30 p.m.	Deadline for 50% refunds.
		5:20 p.m.	Fall reading period begins.
Nov. 1	Thursday	8:00 a.m.	Classes resume.
Nov. 2	Friday		Presbyterian ordination examinations (through Saturday).
Nov. 21	Wednesday	12:30 p.m.	Thanksgiving recess begins.
Nov. 26	Monday	8:00 a.m.	Classes resume.
Dec. 3	Monday	9:00 a.m.	Spring pre-registration begins.
Dec. 7	Friday	4:30 p.m.	Spring pre-registration ends.
Dec. 21	Friday	5:20 p.m.	Fall semester classes end; Christmas recess begins.

1991

Jan. 7	Monday	8:00 a.m.	Reading period begins.
Jan. 16	Wednesday	9:00 a.m.	Final examinations begin.

Jan. 21	Monday		Martin Luther King Day recess.
Jan. 25	Friday	5:30 p.m.	Final examinations end; intersemester recess begins.
Feb. 1	Friday		Presbyterian Bible examination.
Feb. 4	Monday	8:00 a.m.	Communion service.
		9:40 a.m.	Spring semester classes begin.
Feb. 9	Saturday	9:00 a.m.	M.A. professional examination.
Feb. 15	Friday		Presbyterian ordination examinations.
		4:30 p.m.	Deadline for changing spring classes without petition.
Feb. 16	Saturday		Presbyterian ordination examinations.
		9:00 a.m.	Postponed and reexaminations.
Feb. 18	Monday	4:30 p.m.	Deadline for 80% refunds.
Mar. 8	Friday	4:30 p.m.	Deadline for 50% refunds.
Mar. 15	Friday	5:20 p.m.	Spring recess begins.
Mar. 25	Monday	8:00 a.m.	Classes resume.
Mar. 29	Friday		Good Friday recess.
Apr. 20	Saturday	9:00 a.m.	M.A. professional examination.
May 3	Friday	5:20 p.m.	Classes end; reading period begins.
May 6	Monday	9:00 a.m.	Fall pre-registration begins.
May 10	Friday	4:30 p.m.	Fall pre-registration ends.
May 15	Wednesday	9:00 a.m.	Final examinations begin.
May 17	Friday	12:00 noon	Deadline for papers by candidates for 1991 graduation.
May 24	Friday	5:30 p.m.	Final examinations and spring semester end.
May 30	Thursday		Alumni/ae event begins.
May 31	Friday		Alumni/ae event ends.
June 2	Sunday	4:00 p.m.	Baccalaureate service.
June 3	Monday	10:00 a.m.	179th annual commencement.



June 10	Monday		Summer session begins.
Aug. 9	Friday		Summer session ends.



Sept. 23	Monday	8:00 a.m.	Communion service.
		9:40 a.m.	Fall classes begin.

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Director of Educational Communications and Technology

Christie Cozad Neuger, Ph.D.
Coordinator of the Clinical Pastoral Education Program

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Liaison with the Princeton University Afro-American Studies Program



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Campus Pastor and Director of the Chapel

David Allan Weadon, M.Mus.
C. F. Seabrook Director of Music



James Franklin Armstrong, Ph.D.
James Lenox Librarian

James Sheppard Irvine, M.L.S., Ph.D.
Associate Seminary Librarian, Head of Technical Services

Sandra Hughes Boyd, M.A.L.S., M.Div.
Public Services Librarian

William Owen Harris, B.D., Th.M., M.L.S.
Librarian for Archives and Special Collections

Donald McKinley Vorp, M.Div.
Collection Development Librarian



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Robert Elwood Sanders, M.Div.

Pastor the Seminary Emeritus

Daniel Charles Thomas, L.H.D.(Hon.)

Vice President for Alumnae Affairs Emeritus

General Information ~

STATEMENT OF PURPOSE

The purpose of Princeton Theological Seminary is to prepare men and women for able and faithful ministry in the Christian church and in present day society. Committed to a learned ministry for church and society, the Seminary welcomes qualified students without regard to denomination, race, sex, or physical handicap. Through regular chapel worship and other campus functions, the Seminary seeks to strengthen and deepen the spiritual life of students, and through classroom and other academic activities to confront them in critical discussions about the Bible and Christian doctrine with probing questions about faith and life in today's world. The Seminary has one of the outstanding theological libraries in the world, a distinguished and experienced faculty, and a large campus of more than 20 buildings occupying an area of 30 acres in the center of the Princeton community. In the midst of wide diversity, with students of different academic and religious backgrounds, the Seminary encourages a spirit of Christian community on campus so that each individual may be heard, supported, and accepted, and all together be united in a common loyalty to Jesus Christ and his church.

HISTORY

The establishment of The Theological Seminary at Princeton by the General Assembly of the Presbyterian Church in 1812 marked a turning point in American theological education. Within the last quarter of the eighteenth century, all learning was of a piece and could be adequately taught and studied in the schools and colleges, nearly all of which were church-initiated. General education was also the context for professional studies in divinity, medicine, and the law. In the first quarter of the nineteenth century, professional training became disengaged from the college curriculum, medical and law schools were established, and seventeen divinity schools and seminaries came into existence.

On the threshold of the nineteenth century, powerful elements in Ameri-

can life, both secular and religious, were forcing some radical changes in the older, more unitive education and intellectual climate. The emergence of scientific studies, the expansion of the college curriculum, new economic and social responsibilities associated with democratic government, industrial development in the East and geographical movement toward the West—all such factors required the churches to reconsider their own mission and message.

There were also intramural conflicts within the churches. As the denominations multiplied, they became more self-conscious, polemical, and defensive. Local “parsons” found they were not always the undisputed intellectual “persons” in the community. The western migration created a sudden demand for ministers that could not be met under the old training programs, and the rough and ready people on the frontier were less exacting in their requirements for an educated ministry. Religious and theological tides in the meantime were running between deistical, rational influences and pietistic, revivalistic enthusiasm.

The plan to establish a theological seminary at Princeton was in the interests of advancing and extending the theological curriculum. It was not, as has sometimes been intimated, a sectarian withdrawal from secular university life. The educational intention was to go beyond the liberal arts course by setting up a postgraduate, professional school in theology. The plan met with enthusiastic approval on the part of authorities at the College of New Jersey, later to become Princeton University, for they were coming to see that specialized training in theology required more attention than they could give.

With fewer than a dozen students, Archibald Alexander was the only Seminary professor in 1812. He was joined the following year by a second professor, Samuel Miller, who came to Princeton from the pastorate of the Wall Street Church in New York. Though the faculty of the Seminary was as big (or as small) as at the College, it was a venture of faith bordering on the foolhardy to lay elaborate plans for the future.

To read back over the wording of the original “Design of the Seminary” is to perceive the early growth of the modern development in theological education in America—though the Princeton innovators were not at all thinking of breaking new ground except in the literal sense. They were prophetic enough, however, and among other things the “Design” noted that the purpose of the Seminary was

to unite in those who shall sustain the ministerial office, religion and literature; that piety of the heart, which is the fruit only of the renewing and sanctifying grace of God, with solid learning; believing that religion without learning, or learning without religion, in the ministers of the gospel, must ultimately prove injurious to the church.

The dialectic suggested in the juxtaposition of piety and learning deserves some comment. It is an apt text for expounding the peculiar genius of Princeton Seminary and its view of theological education. The piety side of the formula stems from the accent on personal salvation, the experience of repentance and forgiveness, the Christian life of faith, justification, and sanctification, the reality of new selfhood in Jesus Christ, all of which can be traced to the roots of American religion, whether of the Puritan, Calvinist, Lutheran, Quaker, Wesleyan, or "left-wing" Reformation traditions. So it was that Princeton Seminary, as was true of most other divinity schools, deliberately defined itself as a school of "that piety of the heart," a training center for church leaders of all sorts, which specialized in preaching, the cure of souls, evangelism, and missions. To be sure, there were many at Princeton unsympathetic with much of the methodology of the new pietism and revivalism; but regarding the religious goals interpreted as personal salvation, "the fruit only of the renewing and sanctifying grace of God," there was unanimity between thumping revivalists and proper Princetonians.

The other side of the piety-learning formula was equally important for the founders of the Seminary. The new institution was never described as a Protestant monastery or retreat, a place distinguished mainly for prayer and meditation. It was to be a school with teachers and students, library and books, ideas of the mind as well as convictions of the heart, all in the service of "solid learning." The Reformed tradition, to which Princeton Seminary was and is committed, has always magnified the intellectual integrity of the faith. Theology has been a highly respected word on the campus. Systems and structures of thought, reflection on the meaning and application of the faith, clarity of expression, and precision of definition—these are recognized norms for theological thinking.

The Seminary has been served by a remarkable succession of eminent Presidents. Francis Landey Patton (1902-1913) came to the Seminary after serving as President of Princeton University. J. Ross Stevenson (1914-1936) guided the Seminary through some turbulent years and expanded the institution's vision and program. John A. Mackay (1936-1959) strengthened the faculty, enlarged the campus, and created a new ecumenical era for theological education. James I. McCord (1959-1983), whose presidency saw the institution of the first center of continuing education at a theological seminary, the establishment of full endowment for twenty-six faculty chairs, and the construction or renovation of major campus residences and academic facilities, gave leadership to both the national and world church through denominational and ecumenical councils.

Thomas W. Gillespie became the Seminary's fifth president in 1983, having served as pastor of Presbyterian churches in Garden Grove and Burlingame, California. Since assuming the presidency, he has increased the size of

the faculty, including the establishment of three endowed chairs, and significantly lowered the student/faculty ratio. He has also led the Seminary in a building program that has seen the renovation of the main classroom building, Stuart Hall, and the addition of John and Irene Templeton Hall, a multipurpose building which houses speech and media facilities, the computer facility, and faculty and administrative offices. He has also given leadership to the Presbyterian Church nationally through its Committee on Theological Education.

Affiliated from the beginning with the Presbyterian Church and the wider Reformed tradition, Princeton Theological Seminary is today a denominational school with an ecumenical, interdenominational, and worldwide constituency. This is reflected in the faculty, in the curriculum of studies, and in the student body.

CHAPEL WORSHIP

“Christian worship joyfully ascribes all praise and honor, glory and power to the triune God. In worship the people of God acknowledge God present in the world and in their lives . . . In worship the faithful offer themselves to God and are equipped for God’s service in the world” (PCUSA Book of Order, W-1.1000).

Miller Chapel, built in 1834, was named for Samuel Miller, the second professor at the Seminary. Originally located beside Alexander Hall, it was moved in 1933 toward the center of the campus and its existence from the early decades of the Seminary testifies to the centrality of worship to life at this institution. Our worship is God-directed, that is to say, its focus is on both the community and the individual encountering God. Therefore, we come as a supportive gathering, to a place where we can share our gifts in a welcoming atmosphere.

Miller Chapel is not a “church” in the sense that an ordered congregation, under the direction of a duly called pastor and elected leadership, is constituted as part of a Christian denomination. The faculty, students, and administration of the Seminary are members of their respective churches in communities both local and worldwide. However, in response to God’s initiative and as an expression of our unity in Christ Jesus, members of the faculty, administration, and student body gather for worship daily, Monday through Friday, at 10 a.m.

Celebrations of the Sacrament of the Lord’s Supper have been authorized by the General Assembly of the Presbyterian Church (U.S.A.), are under the direct authority of the President of the Seminary, and are ordinarily conducted according to the Presbyterian and Reformed tradition. In recognition

of our commitment to ecumenicity as represented in all the constituencies of the Seminary community, worship according to traditions other than the Reformed is encouraged and provided, both for the enrichment of corporate worship and for the enlightenment of all. In all public celebrations of the Sacrament of the Lord's Supper, the invitation to commune shall be, ". . . extended to all who have been baptized, remembering that access to the Table is not a right conferred upon the worthy, but a privilege given to the underserving who come in faith, repentance, and love" (B.O. W-2.4011). "All the baptized faithful are to be welcomed to the Table, and none shall be excluded because of race, sex, age, economic status, social class, handicapping condition, difference of culture or language, or any barrier created by human injustice" (B.O. W-2.4006).

Under the direction of the faculty, the program of chapel worship is supervised by a Chapel Council, the members of which are appointed annually by the President of the Seminary. A director of the chapel is appointed by and serves at the pleasure of the President of the Seminary. The director of the chapel exercises leadership by coordinating the functions of various committees of the Chapel Council and by supervising the work of the student chapel assistants, one of whom is designated assistant to the director of the chapel.

All members of the Seminary community are invited to participate in the work of one or more of the Council committees and may register their interests at the Chapel Office.

ALUMNI/AE AND SEMINARIANS

Since its founding in 1812, Princeton Seminary has graduated more than 17,000 men and women. Women have graduated in significant numbers only in the last fifteen years, but now compose approximately one third of the students preparing for ordained ministry. About 8,000 graduates presently serve the church throughout the nation, with alumni/ae represented in every state. Almost 1,000 Princeton alumni/ae serve the world church in more than 100 foreign countries.

Throughout the Seminary's history, its students have come to Princeton from diverse undergraduate colleges and universities, as well as from the graduate programs of many other theological schools. Being rooted in the Reformed tradition, Princeton has always maintained close ties with its parent denomination, the Presbyterian Church (U.S.A.), and the majority of its students are Presbyterian. The Reformed tradition includes a commitment to ecumenical dialogue, so Princeton has also welcomed students from other Protestant denominations, as well as from the Roman Catholic and Eastern

Orthodox churches. Each year the student body also includes men and women from the world church, with a large number of international students registered in various degree programs. The dialogue and exchange between North American students and their colleagues from overseas is an invaluable part of theological education for both.

THE SEMINARY AND THE PRINCETON COMMUNITY

Princeton is an academic, research, business and residential community located midway between New York and Philadelphia. Rich in history, the town was already on the map in colonial times and was the site of the Battle of Princeton during the American Revolution. Princeton has been home to many distinguished statesmen and thinkers. Aaron Burr, Jonathan Edwards, and Grover Cleveland lie buried in the Princeton cemetery. Princeton University began as The College of New Jersey in 1746 and several decades later Woodrow Wilson became its president and then went on to the White House. Albert Einstein, too, strolled the streets of the town from his home on Mercer Street, just below the Seminary, to his office at the Institute for Advanced Study.

The Princeton of today is much changed from its colonial past. The University still stands at the center of the community, but several other academic institutions known for excellence in their fields have joined it—the Westminster Choir College, the Institute for Advanced Study, the Center for Theological Inquiry, and, of course, the Seminary. These schools continue to lend a quiet atmosphere of learning to the heart of the community, while around its perimeter a growing number of corporate centers and research laboratories thrive.

Still in essence a small town, Princeton has an uncommon breadth of cultural and educational resources. Residents and students alike have access to libraries, museums, churches, theaters, concerts, athletic events, and public lectures in the immediate vicinity, as well as the unequalled resources of New York and Philadelphia, each only a short distance by train or car.

THE CAMPUS

The Seminary campus, enlarged in 1943 by the acquisition of land and buildings in the Stockton Street complex, now covers more than thirty acres. The plant consists of an administration building, four classroom buildings, a library, a chapel, a campus center building, four dormitories, three apartment houses, a gymnasium and athletic field, and a corporation yard. The Seminary also owns a considerable number of houses which are used as homes by members of the faculty and administrative staff.

With reference to the map on page 2, most of the following buildings may be easily located.

MILLER CHAPEL – The chapel, built in 1843 by Charles Steadman, a local architect and builder of repute, was named for Samuel Miller, the second professor at the Seminary. Originally located beside Alexander Hall, it was moved in 1933 toward the center of the campus. Through its doors have passed generations of students for prayer and praise, for communion and meditation, for reflection and inspiration, for preaching and instruction. The chapel is the center of the daily worship life of the Seminary community.

THE ROBERT E. SPEER LIBRARY – Erected in 1957 and named for the great missionary statesman, Robert E. Speer, a member of the class of 1933, this structure incorporates the contents of the former Lenox Reference and Circulating Libraries in a superb center for research and learning. In addition to a world-renowned theological collection, the building provides classrooms, study rooms, carrels, a conference room, a reading room, and lounges. A description of the resources and book collections will be found on pages 132–134.

STUART HALL – The architect of Stuart Hall could have had in mind the hymn “A Mighty Fortress” when he designed the massive and imposing walls and turrets. Constructed in 1876, a gift of Robert L. and Alexander Stuart of New York City, its lecture rooms have been the forum for decades for the sharing of knowledge and wisdom between professor and student. Completely renovated in 1986 and 1987 to enhance and expand its lecture halls and seminar rooms, Stuart Hall now contains seventeen classrooms which are equipped with state-of-the-art educational media facilities and improved lighting and acoustics. Stuart Hall also accommodates a student lounge for off-campus students.

ALEXANDER HALL – Originally called the “Old Seminary” and later renamed for Archibald Alexander, the first professor, who taught and worked within its walls until 1851, the building initially housed students, the library, the chapel, classrooms, and a refectory. Constructed in 1815 and still architecturally the heart of the campus, it was extensively renovated in the summer of 1978 and is now a dormitory consisting largely of single rooms. The bell in the cupola summons the campus community to classes, to worship, to meals, and to meetings.

BROWN HALL – The gift of Mrs. George Brown of Baltimore, this structure was opened in 1865 as a men’s dormitory. A host of students have lived here, coming from cities and small towns, from east and west coasts, and from six continents. The building was thoroughly renovated in the summer of 1979 to provide single-room accommodations for about 80 men and women.

HODGE HALL – Completed in 1893, this building was named for the Seminary's distinguished third professor, Charles Hodge. The L-shaped plan permits each room to receive sunlight during some part of each day. Originally a dormitory for men, it was later renovated to house women and married couples as well. The building was remodeled in the summer of 1980, providing facilities for about 70 students in single rooms and three-room suites. Remodeling of first-floor administrative offices in the summer of 1989 resulted in offices for 15 faculty members and three faculty secretaries.

TENNENT HALL – One of several buildings purchased in 1943 to provide a much-needed center for the School of Christian Education, Tennent Hall is named for William Tennent, who in 1726 founded the Log College, forerunner of Princeton University. In addition, there is here the name of Tennent College of Christian Education in Philadelphia, which assigned its assets in trust to the Seminary for the conduct of instruction in the field of Christian education on the graduate level. The first dormitory for women on the Seminary campus, Tennent Hall was thoroughly renovated in the summer of 1982 to house the Christian education offices, several faculty studies, and two floors of apartments for married students.

ROBERTS HALL – This complex of three wings, acquired in 1943 and totally renovated in the summer of 1983, contains apartments of varying size to accommodate married students who prefer to live within walking distance of the main campus of the Seminary. Facilities for the International Students' Association and the Women's Center are located on the lower level. The building was rededicated in honor of Edward Howell Roberts, dean and professor of preaching, who was an inspiration to ministerial candidates for over two decades.

PAYNE HALL – This hall for the housing of missionaries on furlough was given in 1922 by Mr. and Mrs. Calvin N. Payne of Titusville, Pennsylvania. It contains fully furnished apartments for twelve families. In assigning apartments, preference is given to missionaries and fraternal workers who propose taking a regular course of study at the Seminary.

THE WHITELEY GYMNASIUM – The gymnasium, purchased as a part of the Stockton Street complex, is named for Mrs. George H. Whiteley of York, Pennsylvania, who bequeathed a sum of money for a gymnasium originally designed to be part of a student center building. Facilities include courts for basketball, squash, handball, and racquetball. The Princeton chapter of Recording for the Blind, Inc., is housed on the lower level.

ADMINISTRATION BUILDING – This building, located in the center of the campus, was originally constructed as a refectory, and was converted into a gymnasium in 1910. It took on its present function as an administration

building in 1945 and in 1981 an addition enabled the Seminary to bring under one roof most of the administrative offices.

JOHN ALEXANDER MACKAY CAMPUS CENTER – Completed in 1952, the Campus Center provides a place for many Seminary activities. Facilities which had been scattered in a number of eating clubs were replaced by one dining center. The building contains two dining rooms and a kitchen, a large auditorium with a stage, lounges, meeting rooms, faculty offices, and the book store. Dedicated to the memory and witness of John Alexander Mackay, the third president of the Seminary, the building envisions “the creation on the campus of a Christian community whose members, drawn from diverse lands and churches, shall serve in all the world the one church which is Christ’s body.”

CHARLOTTE RACHEL WILSON APARTMENTS – On U.S. Route 1, about two miles south of the campus as the crow flies, stand the Charlotte Rachel Wilson Apartments, named in memory of the mother of a beloved friend of the Seminary, Mrs. Charles T. Newcombe. Her generous legacy lifted the mortgage from this very useful property which includes 25 two-story buildings, each containing eight apartments, some with one bedroom, others with two. They are available to married students with or without children or to single parents with dependents.

CHARLOTTE NEWCOMBE CENTER – Completed in the summer of 1982, the Charlotte Newcombe Center is located on the grounds of the Seminary’s apartment complex. The building contains a large study section, with carrels for individual work, and an enclosed typing area. Other facilities include an informal lounge, a multi-purpose social room, and a small service kitchen.

CARRIAGE HOUSE – This building, situated a few hundred feet from Speer Library, was purchased by the Seminary in 1965. It contains faculty and administrative offices.

ERDMAN HALL – In loving memory of Dr. and Mrs. Charles Erdman, alumni/ae and friends raised more than a million dollars to erect a dormitory, dedicated in 1981, on the site of their home, thus remembering their gracious hospitality. Dr. Erdman was a member of the class of 1891 and a member of the faculty from 1905 to 1936. One section of the building is a dormitory for men and women; the other section provides residential quarters for the Center of Continuing Education.

ADAMS HOUSE – Located across Library Place from Speer Library, the building that was once a private residence and now houses the Center of Continuing Education has been named in memory of Dean Arthur M. Adams. Dean Adams was instrumental in the founding of the Center and supervised its

program. Over 5,000 persons, both ministers and laypersons, participate in seminars and individual study programs here annually.

LENOX HOUSE — This stately residential structure on the corner of Stockton Street and Library Place first served as a faculty home. It has also been used as an accommodation for unmarried students and temporary location for the Seminary's speech and media facilities. Since 1989, it has housed several faculty research projects.

TEMPLETON HALL — The newest building on the Seminary campus is Templeton Hall, completed in February 1989. Named in honor of Sir John Templeton, who has served the Seminary for 37 years as trustee and financial advisor, and his wife, Lady Templeton, the facility houses speech and preaching classrooms and offices, fully equipped recording and television studios, educational media and curriculum development facilities, administrative offices, and the Seminary's computer center.



Mackay Campus Center—Completed 1952

Programs of Study ~

APPLICATION

A student desiring to enter the Seminary must file a formal application, a copy of which will be sent upon request. A non-refundable fee of \$35.00 is required both of new applicants and of alumni/ae seeking admission to advanced programs. Princeton Seminary admits qualified men and women students of any race, color, and national or ethnic origin, irrespective of physical handicap.

THE DEGREE OF MASTER OF DIVINITY

The program of study set forth for the Master of Divinity (M.Div.) degree is designed to prepare students for the parish ministry, for graduate study in theology and related disciplines, for various types of chaplaincy, for mission work at home and abroad, and for other forms of church vocation. The curriculum is planned to provide the flexibility and independence consonant with a broad theological foundation.

Admission Requirements

It is recommended that the candidate's baccalaureate preparation include at least sixty semester hours, or twenty semester courses, in such liberal arts studies as English, philosophy, literature, history, and ancient and modern languages, together with some work in the natural and human sciences, especially psychology and sociology.

Among items specified on the application form, an applicant for the M.Div. program must furnish a letter of evaluation and endorsement from the minister or governing body of the church with which he or she is affiliated, together with three additional letters of reference from persons in a position to assess his or her qualifications for seminary study. It is expected that applicants shall be certified as ministerial candidates by the responsible governing body of their denomination, or are making normal progress toward such certification. In addition, the candidate must supply a transcript of all

college or university work pursued to date. When possible, this is to be supplemented by the Confidential Report of Academic Standing. If an applicant has not yet completed the baccalaureate program and is accepted for admission to the Seminary, a supplementary transcript must be provided indicating the awarding of a baccalaureate degree by an accredited college or university. Matriculation in the Seminary cannot be effected until this supplementary record has been received.

Whenever feasible, an interview with a member of the Seminary staff is recommended. Such an interview can be arranged through the office of the Director of Vocations and Admissions.

It is expected that applications for the M.Div. program be filed with the Director of Vocations and Admissions by March 1 for the following academic year, although applications submitted after March 1 will be considered.

Admissions are made on a rolling basis beginning in late November. Priority in the assignment of housing will be given on the basis of early application and admission.

Components of the Program

The components of the Master of Divinity program are three in number:

1. *Seventy-eight units (credit hours) of academic work distributed over six semesters of full-time resident study.* Certain of the units are assigned to specific requirements and the remainder may be drawn from available electives or special courses. Where a candidate is permitted to apply credits earned in another seminary toward the Princeton M.Div. requirements, the equivalent of two full years of study (fifty-two units), including in all cases the final year, must be spent at Princeton Seminary.

2. *A program of Senior studies in some area of the curriculum.* This program, pursued under the direction of a faculty adviser, shall embrace at least nine units beyond the general distribution requirement and may, at the option of qualified students, involve the preparation of a thesis.

3. *The completion of an approved program of field education,* the nature of which is elaborated on page 128 of this catalogue.

Program Sequence

Instruction in the Seminary is broadly organized under four academic departments, and portions of the curricular requirements are assigned to each of these departments.

BIBLICAL STUDIES

The student is required to take eighteen units in this department, distributing the work as follows:

1. Courses OT01, Orientation to Old Testament Studies, and NT01, Orientation to New Testament Studies, which must be completed during the first year of work.

2. Twelve additional units, not all in the same Testament, drawn from courses numbered OT08 or NT08 and above. If, however, a student successfully completes course OT04 or NT04, he or she will receive an allowance of three units toward the distribution requirement for each such course completed, provided another course also be taken in the Testament concerned.

Students entering as candidates for the Master of Divinity degree who have studied Greek may take a placement examination in Greek to demonstrate their ability to carry on exegetical work in New Testament. This examination will seek to determine:

1. The candidate's ability to decline nouns, adjectives, and participles and to conjugate and parse (analyze) verbs.

2. His or her acquaintance with fundamental syntactical construction (such as those dealt with in J. W. Voelz's *Fundamental Greek Grammar*, Concordia Publishing Company).

3. His or her proficiency in translating moderately difficult passages from the Greek New Testament.

Entering students who have studied Hebrew may take a placement examination to demonstrate their ability to carry on exegetical work in Old Testament. This examination will seek to determine the candidate's ability to:

1. Analyze Hebrew forms.

2. Understand the fundamental syntactical construction.

3. Translate prose passages from the Hebrew Bible.

Students who have studied modern Hebrew should become familiar with an introductory grammar such as T. O. Lambdin's *Introduction to Biblical Hebrew* (Scribner's) or C. L. Seow's *Grammar for Biblical Hebrew* (Abingdon).

HISTORY

The student is required to take twelve units in this department, distributing the work as follows:

1. In the division of Church History, both CH01, History of Christianity I, and CH02, History of Christianity II.

2. Six additional units, including some work in History of Religions, Church and Society, or Ecumenics.

THEOLOGY

The student is required to take twelve units in this department, distributing the courses as follows:

1. Course TH01, Introduction to Theology, ordinarily completed by the end of the first year of study.

2. A course dealing with a major theological or basic Christian doctrine, selected from a group designated as qualifying as a second course in theology.
3. A course in Philosophy or Christian Ethics.
4. A course drawn from any of the departmental divisions.

PRACTICAL THEOLOGY

The student is required to include in his or her program fifteen units drawn from the offerings available in this department.

1. Courses SP01 and SP02 Speech Communication in Ministry I and II (two credits), which are to be completed in the first year.
2. Course PR01,-02 Introduction to Preaching (four credits), which is to be completed in the second year.
3. Two three-credit introductory level courses in addition to those specified immediately above; and two one-credit Introductory Study Programs in areas not otherwise covered.
4. In addition, members of the Presbyterian Church (U.S.A.) are required to take the one-credit course EM01 Presbyterian Church Polity.

Part-Time Study and Acceleration

The program of study leading to the M.Div. degree is designed to be completed in six semesters of full-time study, exclusive of any period that may be devoted to an internship.

In a few instances, usually occasioned by ill-health or extraordinary family circumstances, a portion of the work may be conducted on a part-time basis, and the time required to finish the degree is extended beyond three years. An M.Div. candidate should not expect, however, to pursue any substantial portion of the curriculum by part-time study. The foundational courses, and many others that are essential for a balanced and integrated program, meet through the week, and appropriate substitutes are ordinarily unavailable. The Seminary provides no assurance that a student who is able to attend class only on particular days, or for a restricted number of periods each day, will have access to the courses he or she needs to complete the graduation requirements.

In addition to the regular academic semesters, the Seminary provides a summer session that is available to M.Div. candidates under certain defined conditions. Such candidates may draw upon the offerings of the summer session for the following reasons:

1. To pursue the intensive courses in Greek and Hebrew language and exegesis, thus laying a strong foundation for work in all of the theological disciplines.
2. To rectify deficiencies from the preceding year or to lighten their projected load for the year ahead.
3. To enrich their theological awareness beyond the minimum require-

ments for graduation. Summer courses must be selected with particular care, since several of these offerings may be applied toward the graduation requirements in a restricted way, and others carry no credit at all toward those requirements.

As a general rule, credits earned during the summer session and extra credits earned during regular terms may not be used to reduce the six semesters of resident study prescribed for the degree. Exceptions to this rule are granted only under extraordinary circumstances, and on the basis of a written petition to the Committee on Academic Standing.

A candidate contemplating part-time study should be aware of the limitations that such status imposes on eligibility for financial aid, student housing, and loan deferment. The Seminary cannot certify to the Immigration and Naturalization Service an international student who is pursuing his or her work on a part-time basis.

ACCELERATED PROGRAM IN MINISTRY AND SOCIAL WORK

A limited number of students can be accepted each year for an accelerated program leading to the Master of Divinity degree from the Seminary and the Master of Social Work degree from Rutgers University. This program is designed for students who expect to enter forms of ministry requiring competence both in the disciplines of theology and in those associated with social work.

The M.Div. requirements are completed as usual in the first three years. During the third year up to six units (credit hours) taken at Rutgers University may be credited toward the Seminary degree, while certain Seminary courses are credited toward the M.S.W. Immediately following the granting of the M.Div. degree, the student enters the summer session at the Graduate School of Social Work with advanced standing and may complete all requirements for the M.S.W. by June of the fourth academic year. Seminary housing is not available during this fourth year of study.

Applications for this program should be filed with the Registrar by May 1 of the second year of the theological course. A special bulletin covering the requirements of this program is available upon request.

THE DEGREE OF MASTER OF ARTS

Princeton Theological Seminary offers the degree of Master of Arts (M.A.) as the first professional degree for church educators. The program of study leading to this degree is designed as preparation for service in various professional

capacities, particularly that of director of Christian education or religious education coordinator in the parish.

Admission Requirements

It is recommended that the candidate's baccalaureate preparation include at least sixty semester hours, or twenty semester courses, in such liberal arts studies as English, philosophy, literature, history, and ancient and modern languages, together with some work in the natural and human sciences, especially psychology and sociology.

Among items specified on the application form, an applicant for the M.A. program must furnish a letter of evaluation and endorsement from the minister or governing body of the church with which he or she is affiliated, together with three additional letters of reference from persons in a position to assess his or her qualifications for seminary study. In addition, the candidate must supply a transcript of all college or university work pursued to date. When possible, this is to be supplemented by the Confidential Report of Academic Standing. If an applicant has not yet completed the baccalaureate program and is accepted for admission to the Seminary, a supplementary transcript must be provided indicating the awarding of a baccalaureate degree by an approved college or university. Matriculation in the Seminary cannot be effected until this supplementary record has been received.

Whenever feasible, an interview with a member of the Seminary staff is recommended. Such an interview can be arranged through the office of the Director of Vocations and Admissions.

It is expected that applications for the M.A. program be filed with the Director of Vocations and Admissions by March 1 for the following academic year, although applications submitted after March 1 will be considered.

Admissions are made on a rolling basis beginning in late November. Priority in the assignment of housing will be given on the basis of early application and admission.

The components of the Master of Arts program in Christian education are three in number:

1. *Fifty-two units (credit hours) distributed over four semesters of study.* Certain of the units are assigned to specific requirements, and the remainder may be drawn from available electives or special courses. Where the candidate is permitted to apply credits earned elsewhere toward the Princeton M.A. requirements, the final year of study (twenty-six units) must in all cases be spent at Princeton Seminary;

2. *A professional examination over the basic material in Christian education and in the other areas of the Seminary program.* The preparation for this examination should be done partly through formal courses and partly through indepen-

dent reading. At the beginning of the first year the student will receive a syllabus for the examination, indicating the essential areas to be covered and the bibliography to be employed. The professional examination will be given at the end of the first semester of the final year of study; or early in April for transfer and post-M.Div. students.

3. *The completion of an approved program of field education*, the nature of which is elaborated on page 130 of this catalogue.

Curriculum

Instruction in the Seminary is broadly organized under four academic departments, and portions of the curricular requirements are assigned to each of these departments, as follows:

- ~ Introductory courses in Old and New Testament, Theology, Church History, Pastoral Care and Counseling, Christian Education
- ~ One other theology course
- ~ Four additional designated courses in Christian Education
- ~ Two designated courses in other areas of Practical Theology
- ~ Three elective courses
- ~ Four one-unit offerings in Speech, Polity, Practical Theology

Post-M.Div. Program

Candidates who hold the M.Div. degree ordinarily can complete the M.A. in Christian education requirements in one additional year of full-time study. In each case the specific program components will be determined in terms of the student's previous education and experience.

THE DEGREE OF MASTER OF THEOLOGY

The program of studies for the degree of Master of Theology is designed for students who wish to improve or deepen their preparation for ministry beyond the level reached by their M.Div. course, or who desire to acquire a preparation for specialized ministries of the church.

Admission Requirements

Applications for the degree of Master of Theology (Th.M.), together with the necessary supporting documents, must be filed with the Director of Vocations and Admissions by May 1 for the following academic year. Applications submitted after May 1 will be considered if space is available. Applications from international students must be filed by February 1 for the following academic year. (For other information regarding admissions policy and procedures for international students refer to the "International Student Policy Statement"

available from the Office of Vocations and Admissions.) The Admissions Committee holds meetings periodically throughout the year to consider those applications for which the files of credentials are complete. Each applicant will be notified of the committee's action as soon as practicable after a decision has been reached. Those who seek admission to this program will find it to their advantage to make application at an early date, since the number of positions available in some fields is necessarily limited.

An applicant for the Th.M. degree is required to furnish, among other items specified on the application form, a letter from the appropriate official of the applicant's endorsing governing body, stating that he or she is in good and regular standing with the denomination, together with three additional letters of reference from persons in a position to assess his or her qualifications for graduate theological study. In addition, the applicant must submit a transcript of all college and seminary work pursued to date. If accepted, evidence must be provided to show that the applicant has been awarded the degrees of Bachelor of Arts and Master of Divinity, or their equivalents, from approved institutions. The equivalent of the M.Div. degree is completion of a three-year post-baccalaureate program designed as preparation for ordained ministry. Matriculation in the Seminary cannot be effected until this record has been received.

Applicants wishing to receive the Th.M. degree in either the Department of Biblical Studies or in the area of Preaching and Worship (Department of Practical Theology) must have a knowledge of Greek and Hebrew.

Applicants wishing to receive the Th.M. degree in the area of Pastoral Theology (Department of Practical Theology) must have completed one unit of clinical pastoral education or an introductory course in pastoral care and counseling or have equivalent pastoral experience, prior to matriculation.

Applicants who receive notice of admission prior to February 15 must indicate to the Director by March 15 whether or not they will accept admission to the Seminary. Applicants receiving notification after February 15 must indicate their decision within thirty days.

Program

Twenty-four units (credit hours) are required for the Th.M. degree. If the candidate wishes to present a thesis in partial fulfillment of the requirement, it shall be assigned six units of academic credit. Courses ordinarily must be taken in the area of the department in which the candidate is specializing. However, the student may be permitted to take courses in other areas of the department, or in areas of other departments, if in the judgment of his or her faculty adviser these courses are related to the student's field of concentration.

The candidate who seeks the degree without the presentation of a thesis must pursue one or two courses which will require the writing of an essay or essays, which give evidence of ability to engage in research and present his or her investigation in an acceptable literary and academic form.

Each candidate will be assigned an adviser by the Registrar. Candidates will arrange their programs of study in consultation with their advisers, and in accordance with the programs developed for their chosen areas of study. As a rule, introductory level courses may not be chosen for credit toward the Th.M. degree. In special cases, the student's adviser may give permission for selecting such courses, provided the instructor will give special assignments in accordance with the requirements for the Th.M. degree.

When a thesis is presented in partial fulfillment of degree requirements, it must be submitted to the professor concerned by May 1.

The candidate must spend a minimum of one year in residence and should, within that period, normally complete both his or her courses and the thesis (where applicable). The schedule of courses in several program areas is so arranged, however, that candidates may attend class one day each week for eight semesters in succession, and receive the degree in four years. Class days may vary from semester to semester. If an extension of time is desired, the candidate must make petition to the Dean of Student Affairs. Extensions ordinarily are granted for one or two semesters at a time.

Candidates must attain an average of 2.70 (B minus) or better in order to qualify for the Th.M degree. In view of this restriction, they may not choose to have their work evaluated on a pass/fail basis.

THE DEGREE OF DOCTOR OF MINISTRY

The program of studies for the degree of Doctor of Ministry is designed for men and women who wish to pursue, at an advanced level, education for ministerial practice. It is not oriented to teaching and research, although aspects of these activities are essential to any form of effective ministry, but to the integration of theological and behavioral understandings in the context of continuing responsible engagement in service. Accordingly, the candidate is expected to be engaged in a recognized form of full-time ministerial practice for the duration of the program.

Admission Requirements

Applications for the degree of Doctor of Ministry (D.Min.), together with the necessary supporting documents, should be filed with the Director of

D.Min. Studies not later than March 15 for the following academic year and the summer thereafter. Applicants are informed of the decision of the Admissions Committee on or about the first of May.

An applicant for the D.Min. degree is required to furnish, among other items specified on the application form, the following credentials:

1. After admission and before matriculation an endorsement from his or her session, governing board, or supervisor, approving the expenditure of time called for by the program.
2. An official transcript of all college and seminary work pursued to date. Included must be indications that the degrees of Bachelor of Arts and Master of Divinity, or their equivalents, were received from approved institutions.
3. Three letters of reference in which assessment is made of his or her ministerial practice.
4. An extended personal statement dealing with aspects of his or her ministerial practice and including a tentative sketch of a feasible thesis project.

The program normally is limited to persons who have been engaged in the regular practice of ministry for a period of at least three to five years following receipt of the Master of Divinity degree or its academic equivalent. Applicants who receive notice of admission to the program must indicate to the Director within thirty days whether or not they intend to accept that admission.

Program

The phases of the curriculum leading to the Doctor of Ministry degree are four in number:

1. *Satisfactory completion of two terms of workshop experience.* Workshops in the Doctor of Ministry program are designed to provide the context for a critical assessment of the candidate's patterns of ministerial practice. Discussions, involving twelve candidates and two members of the faculty, are based upon prepared reports dealing with four focal areas or aspects of ministry. These areas, which also provide the organizing principle for the action-reflection examinations are:

- ~ Theological and ethical aspects of ministry
- ~ Caring and restorative aspects of ministry
- ~ Communicative and educative aspects of ministry
- ~ Organizational and administrative aspects of ministry

For persons within commuting distance, workshops sometimes are scheduled to meet one day each week throughout two autumn semesters; for those beyond commuting distance, and usually for those within commuting dis-

tance as well, concentrated terms are scheduled for two three-week summer periods.

2. *Individualized preparation for the qualifying examination.* No specific courses are required of candidates generally, beyond the two terms of workshop. Each candidate prepares a self-evaluation in the light of workshop critiques, and at the conclusion of the first workshop outlines an individual program of preparation for the qualifying examination. This program may include summer school courses, conferences, laboratories, clinical pastoral education units, or other forms of education at Princeton or elsewhere.

3. *Satisfactory completion of the qualifying examination.* Candidates must pass an examination in which they analyze case situations of ministry from the four perspectives used throughout the D.Min. program: (a) caring and restorative aspects of ministry, (b) communicative and educative aspects of ministry, (c) administrative and organizational aspects of ministry, and (d) theological and ethical aspects of ministry. The examination is taken between the first and second workshops for both diagnostic and credit purposes, and portions not passed are retaken at scheduled examination periods following the second workshop.

4. *A thesis project in some area associated with the practice of ministry.* This project, written under the supervision of members of the faculty, may take a form appropriate to the subject matter involved.

Failure to pay tuition or continuation fees by the end of the second semester of an academic year, without written approval of the Business Manager, will terminate the candidacy.

THE DEGREE OF DOCTOR OF PHILOSOPHY

The Doctor of Philosophy program is designed to prepare men and women for independent scholarship in various dimensions of the study of religion and for teaching in colleges and theological seminaries. Work currently is offered in five areas:

1. Biblical Studies [Old Testament, New Testament]
2. History and Ecumenics [Church History; History of Doctrine; Missions, Ecumenics, and History of Religions]
3. Theology [History of Christian Doctrine, Systematic Theology, Philosophy and Theology, Christian Ethics]
4. Religion and Society [Sociological Theory, Social Ethics]
5. Practical Theology [Christian Education, Pastoral Theology, Theology and Communication in Preaching]

Upon petition, interdisciplinary programs are also sometimes approved and are pursued under the direct supervision of the Committee on Ph.D. Studies.

Admission Requirements

Applications for the degree of Doctor of Philosophy (Ph.D.), together with the necessary supporting documents, must be filed with the Director of Ph.D. Studies. Applications and supporting materials must be in Princeton by January 10, 1991. Applicants will be informed of the decision of the Committee on or about the first of March.

An applicant for the Ph.D. degree is required to furnish, among other items specified on the application form, the following credentials:

1. Transcripts of all college and seminary work pursued to date. Evidence must be provided to show that the applicant has been awarded the degree of Bachelor of Arts or its equivalent from an approved college or university, and the degree of Master of Divinity or its equivalent from an approved theological institution.

The M.Div. degree is required of candidates in Practical Theology. In other fields of study, if the M.Div. or its equivalent be absent, a minimum of two years of graduate study in religion is required. Included in the two years must be a course in each of Old Testament; New Testament; systematic theology, philosophy, or ethics; history of religions; a human science in relation to religion; and two courses in the history of Christianity.

2. The results of the General Test of the Graduate Record Examination. This examination is given at numerous centers throughout the world by the Educational Testing Service. Applications to take the examination should be sent to The Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541, or (for far western states) Box 27896, Los Angeles, California 90027. For applicants whose native language is not English, the Test of English as a Foreign Language, also administered by Educational Testing Service, is to be substituted. The Educational Testing Service will transmit the examination results directly to Princeton Seminary.

Candidates in the Practical areas are required to submit evidence of professional practice under close supervision, or else must arrange to engage in such practice during their period of residence.

3. An academic paper in his or her intended area of specialization. This paper, either previously or specially prepared, should, in the mind of the applicant, be representative of his or her best work. It should ordinarily be between twenty and forty pages in length. The paper will be evaluated by the following standards as evidence of the candidate's ability to work on the doctoral level in the intended area of specialization: (a) understanding of the subject related and the materials used, (b) knowledge of relevant bibliog-

raphy, (c) cogency and clarity of argument, and (d) constructive originality of thought.

Applicants who receive notice that their applications have been approved must indicate to the Director within thirty days whether or not they intend to accept admission to the Seminary.

The Sequence of a Typical Program

The program of any particular doctoral candidate may deviate from the following outline at some points, but this sketch indicates in general what may be anticipated. A Ph.D. Catalogue Supplement containing more complete information concerning the Ph.D. program may be obtained by addressing the Director of Ph.D. Studies.

1. It is necessary for the entering doctoral candidate to demonstrate a working knowledge of at least one of the required modern languages prior to matriculation. A translation test must be passed at the latest in September, or the candidate must have successfully completed the summer course for doctoral candidates in French or in German at Princeton University. Candidates who do not pass the translation test, or who do not successfully complete the University language course, are not permitted to register for any courses except modern languages. Their scholarship aid may be reduced, and the term will not count for academic residence. If the language test is not passed before the beginning of the second semester, candidacy in the program will be terminated. In similar fashion, the second language examination should be passed as early as possible, and at the latest in September prior to the opening of the second year of residence as a condition of registration.

2. Orientation for incoming doctoral students is held immediately before the opening of the fall term in September. Questions of registration and advisement are handled at this time. The student is assigned a primary adviser and, usually, two other members of a residence committee. It is from this residence committee and especially its chairperson that the student secures counsel with regard to courses and other aspects of his or her program until the time of the comprehensive examinations.

3. A two-year period of full-time resident study prior to the completion of the comprehensive examinations is normally required. In no case is advanced standing granted at the time of acceptance for candidacy. In exceptional cases the committee on Ph.D. Studies may later reduce the time of resident preparation for the comprehensive examinations on recommendation of the candidate's department. Under no condition will the minimum requirement of two years' full-time tuition be reduced.

4. In the second term of the first year of residence the student's work is reviewed by his or her residence committee and further courses of study are

planned, leading to the comprehensive examinations, if satisfactory progress has been made.

5. The period of resident study culminates in the comprehensive examinations which are usually four or five in number, designed for five hours of writing each, followed by an oral of approximately two hours. With the permission of the candidate's residence committee and department, an essay may be presented in lieu of one of the examination papers. Other variations in testing procedure must be approved by the Committee on Ph.D. Studies. With specific exceptions approved by departments and the Committee on Ph.D. Studies, all examinations should be taken at one period, of which there are three each year: September and early October, January, and May. Students may take the comprehensive examinations in May of the second year of residence, or in September/October or January of the third year of residence. With permission of the candidate's residence committee and department, the examinations may be divided between no more than two of the dates within this period. Students must complete all seminars and the grades must be received in the Ph.D. Studies Office before comprehensive examinations are begun. Exception to this rule is made for any seminars in which a student is enrolled during the term in which comprehensive examinations are being taken. Under no circumstances may examinations be undertaken until all language requirements have been satisfied, or before a dissertation topic has been approved by the student's department.

6. The student is urged to give thought to possible areas and topics for the dissertation from the very beginning of residency. Seminar and course papers might well be chosen in part to explore such possibilities. A research topic should be worked out with the residence committee during the second year of residence. This research topic must be approved by the department prior to the beginning of the comprehensive examinations. After completion of the examinations, the Committee on Ph.D. Studies will appoint a dissertation committee upon nomination by the department concerned, taking into account the research topic and the candidate's own suggestions. The chairperson of the dissertation committee must be a full-time member of the Seminary faculty. Under the guidance of the dissertation committee, the student develops the research topic into a formal dissertation proposal. In a form satisfactory to the dissertation committee, the proposal must be submitted to the Ph.D. Studies Committee for approval. Approval must be received by the end of the third academic year; this deadline is strictly observed.

7. After approval of the dissertation proposal, the student prepares the dissertation, following procedures of counsel and evaluation agreed upon with the members of his or her dissertation committee. The dissertation must be accepted by the committee no later than March 15 of the year in which the degree is to be conferred.

8. A final public oral examination on the dissertation is required. The date is set by the dissertation committee, in consultation with the candidate and with the approval of the Director of Ph.D. Studies, after the dissertation has been accepted for examination. Upon satisfactory completion of this examination the candidate is recommended for the degree by the examiners.

9. Two unbound copies of the dissertation must be deposited in the Office of Ph.D. Studies at least one week prior to the last regular faculty meeting of the second semester. Each copy must include an abstract of not more than 350 words. The dissertation is made available to the scholarly world by microfilm, for which the candidate completes the Microfilm Publication Agreement Form in the Office of Ph.D. Studies. The abstract is published in *Dissertation Abstracts*.

Upon the completion of full-time resident study, candidacy is maintained by the payment of an annual continuation fee of \$500. This fee is designed to cover the cost of institutional services ordinarily rendered to a student actively engaged in the writing of a dissertation. It does not envision, however, the pursuit of additional courses for academic credit. All degree requirements normally must be completed within six years of the beginning of candidacy. Only in unusual circumstances may the Committee on Ph.D. Studies authorize a relaxation of this rule. If all degree requirements are not completed within nine years, the candidacy will automatically expire. Failure to pay tuition or continuation fees for an academic year without written approval of the Business Manager will terminate the candidacy.

ADDITIONAL PROGRAMS AND REQUIREMENTS

National Capital Semester

The National Capital Semester for Seminarians offers an opportunity for a limited number of students in their fourth or fifth terms of residence to spend a semester in Washington, D.C., for the study of public policy from a theological perspective and for encounter with persons involved in the political process. The program entails supervised study, direct political interaction, and ethical reflection, and offers a full semester of academic credit. Participants retain their enrollment in Princeton Seminary during the National Capital term, pay tuition to this institution, and are eligible for financial assistance. Application for the program should be made to the Dean of Academic Affairs by March 1 for the autumn semester.

Program for Asian American Theology and Ministry

The Program for Asian American Theology and Ministry has been established by Princeton Theological Seminary to facilitate the theological education of

leaders for the rapidly growing Asian American churches in the United States. The work of the program finds focus in the recruitment, education, and placement of bilingual and bicultural Asian American M.Div. students; the continuing education of Asian American clergy and laity; and the development of theological, educational, and bibliographic resources for an effective ministry in Asian American contexts.

Beyond its service to the Asian American church, the program seeks to promote mutual understanding and solidarity among persons of all ethnic and racial backgrounds, both within the Seminary and in the wider Christian community. Further information about the program and its activities may be secured by writing to:

Director
Program for Asian American Theology and Ministry
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542

Special Students

The Seminary admits a limited number of qualified applicants who desire to pursue studies in the Seminary on a matriculated basis but who do not wish to enroll as candidates for a degree. Special students usually are admitted for only one year of study and pursue a carefully selected group of courses under a faculty adviser. They pay tuition either by the semester or by the unit of credit. Inquiries should be directed to the Director of Vocations and Admissions.

Auditors

Auditors are persons who have secured the permission of the professor to attend the class lectures for a course in which they are not enrolled for credit. Auditors should not expect to participate in class discussion (e.g., ask questions) or attend preceptorials, and may not take examinations or ask professors to evaluate work of any kind and *no record will be maintained of any classes attended on this basis. Courses begun on an audit basis may not subsequently be changed to credit status.*

Regularly enrolled students, faculty spouses, student spouses, pastors in the Teaching Church Program, and persons invited by the President to be guests of the Seminary may audit classes by having the professor sign an audit authorization form (secured from the Office of the Registrar) and returning the signed form to the Registrar no later than the second Friday of the semester (the end of drop/add period).

Other qualified persons may audit classes, provided they have secured the permission of the professors involved, have enrolled with the Registrar, and

have paid the required fee for each course audited. Applicants should correspond with the Registrar. No auditors will be received after the first day of the term.

Unclassified Students

As a courtesy to other recognized schools of theology, students from those institutions may occasionally be admitted for a semester or a year of full-time or part-time work. The grades for such persons are transmitted to the sending schools, and Princeton Seminary provides no further transcript service. Unclassified students received in this way are not regarded to be alumni/ae of the Seminary.

A similar courtesy is extended to graduates of the Seminary who reside in the area and who wish to pursue an occasional course without becoming candidates for an advanced degree. Such work is appended to the graduate's Seminary record.

Persons who wish to inquire about unclassified status should correspond with the Registrar. Unclassified students are charged regular fees but are not eligible for financial assistance, and normally cannot be considered for campus accommodations.

Visiting Scholars

The Seminary offers its facilities to a limited number of mature scholars who wish to engage in research, usually as part of a sabbatical leave from another institution. Such persons may apply for status as a Visiting Scholar which will grant them one or more privileges in regard to the use of the Seminary's resources. Use of the library, attendance at classes, and low rental furnished apartments are included among these privileges. Applicants for Visiting Scholar privileges should correspond with the President. The deadline for applications is November 15 for the following academic year, and applicants are usually notified by January 15 regarding the status of their applications.

Transfer Students

A student who has taken part of the theological course in another institution, and who desires to become a candidate for either the M.Div. degree or the M.A. degree, may make application for admission with advanced standing. In addition to the regular admissions credentials outlined earlier, such an applicant must present a letter from the institution in which he or she currently is enrolled, certifying to his or her good standing and dismissing him or her to this Seminary. Candidates in other programs may not apply credits earned elsewhere toward the Princeton requirements.

A maximum of twenty-six units of course credit will be received in transfer

toward either the M.Div. degree or the M.A. degree, even though the applicant may have completed more than a year's work in another institution.

Transfer credit toward the M.Div. degree will be received only from programs conducted by those schools accredited by the Association of Theological Schools in the United States and Canada. Work completed more than seven years before the contemplated date of transfer, or courses passed below the grade of B, may not be accepted. A candidate for the M.A. degree in Christian education may on occasion be permitted to apply university graduate work toward the program requirements, but these credits will subsequently be disallowed if he or she changes to the M.Div. program.

International Students

Along with the other admission credentials, an international student desiring to enter the Seminary is required to have sent to the Director of Vocations and Admissions (or, in the case of a Ph.D. applicant, the Director of Ph.D. Studies) a statement from his or her national church endorsing his or her educational plans as necessary preparation for a position of leadership in that church.

Occasionally, an application is received from a student whose preparatory education reflects a system rather different from that typical of the United States. In such instances, the equivalent of the A.B. degree is considered to be four years of regular academic study, primarily in the humanities, arts, and sciences, beyond the secondary (G.C.E.) level. Three additional years of full-time study, principally in the disciplines of theology, are then required to establish M.Div. equivalency.

In the case of an international student whose native language is not English, final approval of the application shall be contingent upon the receipt of a certificate of proficiency in written and spoken English. The basis of evaluation shall be the examination prepared by the Educational Testing Service unless the Director of Vocations and Admissions or Committee on Ph.D. Studies shall specify an alternative instrument. The fee for any such test shall be borne by the applicant. After the student has undertaken a Seminary program, he or she may be required to withdraw from candidacy or from further study, if, in the judgment of the faculty, he or she is found to be inadequately prepared in the English language.

Mid-Year Admissions

Under ordinary circumstances the student should begin Seminary work in the fall of the year. For good reasons, however, candidates for the M.Div., M.A., and Th.M. degrees, as well as Special students, may undertake their studies at the beginning of the second semester. This privilege cannot be extended to candidates for the Ph.D. degree, or to International students.

Teacher Certification

Through a cooperative arrangement with Princeton University's Program in Teacher Preparation, it is possible for selected Seminary students to obtain state secondary or elementary school teacher certification. Inquiries should be made in the junior year and directed to the Assistant Director of the School of Christian Education.

Completion of Degree Requirements

Every degree candidate is responsible for ascertaining whether his or her program of courses will fulfill the graduation requirements. The Office of the Registrar maintains current records on all students except Ph.D. and D.Min. candidates, who are served by the Ph.D. and D.Min. offices respectively, and students may review their progress during normal business hours. Although grade reports are issued at the close of each semester, the Seminary is not responsible for calling attention to deficiencies in a student's progress unless those deficiencies are made the basis for disciplinary action.

Every student who expects to receive a degree at the annual commencement exercises, either in person or *in absentia*, shall file with the Registrar not later than March 15 an *Application to Receive a Seminary Degree*. Failure to comply with this requirement may result in postponement of graduation until the following academic year.

Rules and Regulations

Additional rules and regulations governing life at the Seminary and the maintenance of candidacy are contained in the Handbook. This publication, part No. 2 of the *Princeton Seminary Catalogue*, is issued each year at the beginning of the autumn semester and represents a portion of the educational contract between the student and the Seminary. Particular attention is called to the section on Standards for Satisfactory Progress (found under "Academic Regulations and Information"), a federally mandated guide to eligibility for certain kinds of financial assistance.

As an essential part of the admission process, applicants are requested to provide several kinds of information regarding their personal and academic background. Failure to make written disclosure of information solicited on the application form, or misrepresentation in the information supplied, constitutes a *prima facie* basis for denial of admission. Where omissions or misrepresentations come to light after matriculation at the Seminary, and are reasonably believed to cast doubt upon the student's suitability for theological study, he or she is subject to dismissal.

Other Educational Opportunities at the Seminary ~

THE PRINCETON INSTITUTE OF THEOLOGY

Each summer, usually during the early weeks of July, the Princeton Institute of Theology is in session on the campus. Ministers, educators, and church laypersons share for ten days in the classes, forums, workshops, and convocations. Guest professors and pastors from across the nation and overseas, as well as Princeton faculty members and international representatives, provide the leadership in thought and discussion. The year 1990 is the forty-ninth in which several hundred men and women from many denominations and many areas of service will gather for instruction and inspiration. Inquiries may be addressed to:

The Princeton Institute of Theology
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542

The program for the 1990 Institute, June 25-July 5, with the focus on the theme "Tongues as of Fire: Diversity In Unity," is as follows:

Bible Hours

- ~ FIRST WEEK: Samuel E. Balentine, "Praying and Preaching the Prayers of Israel"
- ~ SECOND WEEK: Clarice J. Martin, "Empowered Discipleship in the Church Today: Insights from the Gospel of Mark"

Convocations

- ~ FIRST WEEK: Diogenes Allen, "Simone Weil: A Prophetic Voice"
- ~ SECOND WEEK: Anthony Ugolnik, "The Sacred and the Secular: Orthodoxy in the Post-Glasnost East"

Evening Addresses

- ~ FIRST WEEK: Thomas W. Gillespie, John N. Kelly, Bishop Leontine Kelly, R. Maurice Boyd, Richard Thulin
- ~ SECOND WEEK: Joseph Roberts, Paul Duke, Cynthia M. Campbell, Dale L. Morgan

Elective Courses and Workshops

- ~ Joan C. Engelsman, "Love and Violence in the Family: Coping with Domestic Violence in the Congregation"
- ~ Kathryn H. McCrary, "Large Learning Opportunities in the Small Church"
- ~ John McTavish, "Christians at Play"
- ~ J. Randall Nichols, "The Spiritual Journey of Divorce"
- ~ John H. McKenna, "Our Use of Symbols"
- ~ Cynthia Mazur and Ronald Bullis, "The Church, The Law, and Contemporary Ministry"
- ~ Richard Thulin, "Media Ecology: Preaching Toward the 21st Century"
- ~ Cynthia M. Campbell, "The New Search for Unity"
- ~ Elizabeth Dodson Gray, " 'Where Were You When I Created the World?': Creation Theology Revisited"
- ~ Dale L. Morgan, "Creative Worship"
- ~ W. J. Beeners, Speech Workshop
- ~ Jeffrey C. Wood, "Christian Stewardship"
- ~ David Willis-Watkins, "Spirituality that Matters"

Certification for Christian Educators

- ~ FIRST WEEK: Lee Barrett, "The Reformed Tradition: Unity and Diversity"
- ~ SECOND WEEK: Lamar Williamson, "Principles and Practices of Biblical Interpretation"

CENTER OF CONTINUING EDUCATION

DIRECTOR: Geddes W. Hanson

ASSOCIATE DIRECTOR: Lillian M. Taylor

MANAGER OF HOUSING: Mary Grace Royal

The Center of Continuing Education on the campus of Princeton Theological Seminary offers ministers and laypersons an opportunity to participate further in theological inquiry and to increase their effectiveness for ministry. Its pur-

pose is to bring small groups to the campus, away from the pressure of the heavy daily schedule of parish or office, to work under competent guidance and to use the facilities of a great theological library. Seminars are scheduled weekly and usually extend from Monday afternoon through Thursday noon.

In order to meet the many needs of ministry, a large variety of programs are offered, including seminars in evangelism, mission, and outreach; music, literature, and art; pastoral care and counseling; preaching and communication; management in voluntary organizations; human relations; seminars for specialized groups; Christian education; intentionality and personal leadership; special aspects of ministry; spirituality, prayer, and worship; and philosophy, theology, and Bible.

Seminars for specialized groups include dialogue seminars (e.g., Jews and Christians, clergy and lawyers) and multiple staff events. Seminars dealing with special aspects of ministry treat such subjects as ecumenism, ministry to youth, and ministry with and to the elderly.

Another service of the Center of Continuing Education is assistance in making arrangements for accommodations and meals for those wishing to come for a brief period of independent reading and study, using the facilities of Speer Library.

Lending Library

As a service to ministers and other professional church leaders: the Center of Continuing Education offers a lending library program that makes a selection of recently published books in areas related to the church's ministry available through the mail.

This program is designed to help pastors and other church leaders keep abreast of current developments in a broad range of theological studies. The cost of membership is \$10.00 a year.

Christian Educator Certification Program

In conjunction with the annual Institute of Theology, the Center of Continuing Education offers a program of electives for individuals who wish to be certified as Christian Educators in the Presbyterian Church (U.S.A.). In the summer of 1990 the areas to be covered are Reformed Theology and Principles and Practice of Biblical Interpretation. In the summer of 1991 the areas covered will be Presbyterian Polity and Religious Education Theory and Practice.

Facilities

The Center of Continuing Education has accommodations for 69 residents. The physical facilities include Adams House, which contains meeting rooms

and sleeping accommodations for thirteen participants, and Erdman Hall for Continuing Education, a modern air-conditioned building that will house 56 persons. The Center is located directly across from Speer Library and a short distance from the Chapel and the dining hall. Meals are available in the cafeteria during the regular academic year, with the exception of the recess periods at Christmas and during the spring.

A brochure is available in which the program of the Center and a schedule of fees is set forth in detail. This brochure, together with registration forms and additional information concerning opportunities at the Center, may be obtained by writing to:

Center of Continuing Education
12 Library Place
Princeton, New Jersey 08540

SUMMER SCHOOL

DIRECTOR: David H. Wall

ASSISTANT TO THE DIRECTOR: Kay Vogen

The Summer School is designed to make graduate theological education available to persons unable to attend the Seminary during the regular school year, to provide Seminary students opportunities for additional work, to enrich the institution's continuing education program; to provide a context in which intensive experimental work in theological education may be undertaken; and to incorporate such elements of summer work as the language program. Courses are open both to degree candidates and to properly qualified non-degree students. Each course carries three units of academic credit or 4.5 continuing education units unless otherwise stated.

Courses regularly are offered in the following subject areas: biblical studies, theology and ethics, church history, preaching and worship, Christian education, evangelism, and pastoral theology.

Biblical Hebrew and New Testament Greek are offered during an intensive eight-week session. Because these courses are taught simultaneously, only one language may be pursued during the summer. Each language course carries six units of academic credit and neither one may be taken for CEU credit.

1991 Summer Language Program: June 10-August 2

OT4S BIBLICAL HEBREW Staff to be announced

NT4S NEW TESTAMENT GREEK Staff to be announced

1991 Course Offerings

FIRST PERIOD: June 10-28

- S142 IMAGING GOD AND SELF: IMPLICATIONS FOR SPIRITUAL GROWTH Judith E. Sanderson, Christie C. Neuger
- S360 CHURCH GROWTH AS STRATEGY FOR MISSION Alan P. Neely
- S426 ETHICS FOR MINISTRY Peter J. Paris
- S632 IMAGING GOD AND SELF: IMPLICATIONS FOR SPIRITUAL GROWTH Christie C. Neuger, Judith E. Sanderson
- S826 PREACHING AND METAPHOR (June 10-21, 2 credits) Conrad H. Massa

SECOND PERIOD: July 1-19

- S118 GOD AND COMMUNITY: A STUDY OF DEUTERONOMY AND JEREMIAH Dennis T. Olson
- S157 INTERPRETING PAUL'S LETTER TO THE ROMANS J. Christiaan Beker
- S290 JEWISH AND CHRISTIAN ART: A.D. 200-600 P. Corby Finney
- S777 HOW FAITH MATURES C. Ellis Nelson
- S820 IMAGINATIVE BIBLICAL PREACHING Charles Rice

THIRD PERIOD: July 22-August 9

- S156 THEOLOGY AND NARRATIVE IN THE ACTS OF THE APOSTLES Beverly Gaventa
- S204 FAITH SEEKING UNDERSTANDING: CHRISTIAN EXEGESIS AND THE SPIRITUAL LIFE Mark Burrows
- S625 PASTORAL MINISTRY TO THE DYING AND BEREAVED LeRoy H. Aden

SPECIAL PERIOD: August 5-9 (followed by four weeks of independent study)

- S550 FOUNDATIONS OF SPIRITUALITY Diogenes Allen
- S776 THE MAKING OF CHRISTIANS John Westerhoff

For a complete list of summer offerings, contact the Summer School Office.

Courses are arranged with a view to providing coverage of a variety of areas within theological thought and practice that are particularly significant for the ministry today. For the most part, they are organized so that Th.M. candidates may develop coherent programs even though formal study must be confined to the summer months. Candidates for the Th.M. degree in the field of pastoral theology, however, may take no more than half of the required work (12 credits) during summer sessions. Students (except those en-

rolled for a language) may select one course only during each three-week session. Language students may take an additional course offered during the Special Period.

For Th.M. candidates, course selection is subject to approval by the student's faculty adviser. M.Div. candidates are governed by the regulations on pp. 40-41 and should check with the Registrar when selecting courses. For M.A. (Christian education) candidates, course selection is subject to approval of the Director of the School of Christian Education.

Class Schedule – Monday through Friday

8:45 a.m. – 10:00 a.m.	Class
10:00 a.m. – 10:40 a.m.	Break
10:10 a.m. – 10:30 a.m.	Chapel, Wednesdays only
10:40 a.m. – 12:00 noon	Class

(Greek and Hebrew review sessions are offered in the afternoons.)

Accommodations

Dormitory facilities are available throughout the nine weeks and linens are provided. Children and pets are not allowed in the dormitories. Three meals are served daily Monday through Friday in the Mackay Campus Center, and students residing in dormitories are required to be on the board plan.

Financial Aid

Financial assistance is available to qualified students enrolled in degree programs at Princeton Seminary or other accredited seminaries. Application forms are available from the Summer School Office.

For further information concerning the summer school, contact:

Office of the Summer School
Princeton Theological Seminary
108 Stockton Street
Princeton, New Jersey 08540

INTER-INSTITUTIONAL ARRANGEMENTS

Relations of academic reciprocity have been established between Princeton Theological Seminary and Princeton University, Westminster Choir College, and New Brunswick Theological Seminary. Although the terms of these arrangements vary slightly from school to school, in general they permit a degree candidate at the Seminary to enroll for courses in one of the other institutions without the payment of additional tuition charges.

Courses taken under an inter-institutional arrangement may be credited

toward a Seminary degree provided they are appropriate to the character and level of the student's program. Except under the most unusual circumstances, a Seminary student is limited to one course in a cooperating institution during any semester, and the total number of such courses that may be applied to a degree at the Seminary also is limited.

Information on procedures to enroll for work in another institution, and on applicable regulations and restrictions, may be secured from the Office of the Registrar.

Inter-institutional policies do not permit a Seminary student to be matriculated simultaneously in more than one of the participating schools.



Courses of Study ~

The courses of study have been projected for the academic year 1990-1991 and, in some instances, for the year 1991-1992. The program of courses is subject to such changes as circumstances may require. Any course for which there is insufficient enrollment may be cancelled by the Seminary.

The academic year is divided into two semesters, each approximately 15 weeks in length. Courses carry three units of academic credit unless otherwise stated in the description.

A fulltime program for M.Div. and M.A. candidates ordinarily consists of thirteen units each semester; for other master's candidates, twelve units each semester. The minimum load for fulltime candidacy in the M.Div. and M.A. programs is ten units per semester; however, students who carry no more than the minimum 10 credits per fulltime semester, will require additional part-time semesters in order to complete their programs.

Arrangement of Catalogue Entries

Courses are identified by codes consisting of two letters and two numbers. The letter portion of each code designates the field and department in which the offering is listed. These designations are:

<i>Code</i>	<i>Field</i>	<i>Department</i>
AD	Church Administration	Practical
CH	Church History	History
CS	Christianity and Society	History
DS	Ph.D. Seminars	All
EC	Ecumenics	History
ED	Christian Education	Practical
EM	Evangelism and Pastoral Ministry	Practical
ET	Christian Ethics	Theology
HD	History of Christian Doctrine	Theology
HR	History of Religions	History
MU	Church Music	Practical
NT	New Testament	Biblical

OT	Old Testament	Biblical
PH	Philosophy	Theology
PR	Preaching and Worship	Practical
PT	Pastoral Theology	Practical
SP	Speech and Communication	Practical
TH	Doctrinal Theology	Theology

The number portion of the code, beyond providing a unique identification for each offering, in some instances also indicates the level at which the class is taught. Numbers 00-09 designate introductory level work that does not ordinarily carry Th.M. credit; numbers 70-99 designate advanced level work often demanding extensive prerequisite knowledge. If a course is listed in more than one field, it ordinarily carries a separate code for each field.

Specific prerequisites and limitations on enrollment are set forth in field headings, in individual descriptions, and in separately available semester listings.



Biblical Studies ≈

PROFESSORS: ‡J.F. Armstrong, J.C. Beker, J.H. Charlesworth, T.W. Gillespie, U.W. Mauser, P.D. Miller, J.J.M. Roberts, K.D. Sakenfeld (Chair)

ASSOCIATE PROFESSOR: C.L. Seow

ASSISTANT PROFESSORS: E.G. Edwards, ‡S.J. Kraftchick, J. Marcus, C.J. Martin, ‡D.T. Olson, J.E. Sanderson

GUEST PROFESSOR: R.E. Whitaker

OLD TESTAMENT

Introductory and Language Classes

OT01 ORIENTATION TO OLD TESTAMENT STUDIES

An introduction to selected perspectives of the Old Testament through lectures, preceptorial group study, and directed reading in the Old Testament itself and in secondary literature. Required of M.Div. candidates in the first year of study. Not open to Th.M. or Ph.D. candidates. Three credits.

First Semester, 1990-91

Mr. Miller and Ms. Sakenfeld

First Semester, 1991-92

OT03,-04 INTRODUCTORY BIBLICAL HEBREW

First semester: introduction to Hebrew grammar; second semester, completion of Hebrew grammar and the reading of selected Old Testament passages. The two semesters are designed to be taken in immediate sequence. If the sequence is interrupted, a placement examination must be passed before the second semester is begun. Three credits each semester.

Full Year, 1990-91

Mr. Seow

Full Year, 1991-92

OT08 INTRODUCTION TO HEBREW EXEGESIS

Introduction to the methods and resources of Hebrew exegesis, through study of selected passages from a variety of biblical material including narratives, legal ma-

‡ On leave both semesters 1990-91.

terial, psalms, wisdom, and the prophets. The practice of critical exegesis will be combined with concern for the use of Old Testament scriptures for theology and ministry. Prerequisite: course OT04. Three credits.

First Semester, 1990-91

Ms. Sanderson

First Semester, 1991-92

OT10 ACCELERATED HEBREW READING

A reading course designed for graduate students and others who desire to gain proficiency in the reading of Hebrew prose and Hebrew poetry. The materials covered vary from term to term, providing exposure to texts of different genres and levels of difficulty. Prerequisite: a middle level course in Hebrew or Hebrew exegesis. Course may be repeated. Three credits.

First Semester, 1990-91

Mr. Whitaker

First Semester, 1991-92

Multi-Program Classes Based on the English Text

OT11 THE INTERPRETATION AND THEOLOGY OF THE PENTATEUCH

Study of the first five books of the Old Testament, with attention to the variety of ways in which this biblical material may be interpreted with a focus on contemporary issues of theology and faith. Prerequisite: course OT01. Three credits.

Second Semester, 1991-92

Mr. Olson

OT12 INTRODUCTION TO THE PROPHETIC LITERATURE

The nature of Hebrew prophecy and its place in Israelite tradition. Study of selected portions of the prophetic books with attention to literary and form criticism, historical setting, and theological perspectives. Concentration on Amos, Hosea, Isaiah, and Jeremiah. Prerequisite: course OT01. Three credits.

Second Semester, 1991-92

Ms. Sakenfeld

OT32 GOD IN THE OLD TESTAMENT

The course will focus on the central word of the Old Testament, its witness to the God of Israel who was incarnate in Jesus Christ. Such topics as the character or attributes of God, the presence of God, the knowledge of God, distinctiveness and commonality in relation to other religious views of God, the role of anthropomorphic language, and the history of God will be considered. Exploration of these matters in the context of the Old Testament as a whole, and as they affect the way in which we think about Christian theology. Prerequisite: course OT01. Three credits.

Second Semester, 1990-91

Mr. Miller

OT33 FROM MONARCH TO MESSIAH

A study of the development of messianic thought in Israel. The rise of Israelite imperialism, its theological justification, cultic elaboration, and the prophetic transformation of this symbolic pattern. Prerequisite: course OT01. Three credits.

First Semester, 1990-91

Mr. Roberts

OT36 ISRAEL'S WISDOM LITERATURE

A survey of the wisdom writings of Israel, especially the books of Job, Proverbs, and Ecclesiastes. The discussion will include the definition, provenance, and scope of wisdom; the nature and character of the wisdom literature; problems encountered in the exegesis of such texts; and the place of wisdom in the canon and in Old Testament theology. The course will also consider the problems and possibilities of preaching and teaching from such texts, and the relevance of wisdom's perspectives for contemporary theology. Prerequisite: course OT01. Three credits.

First Semester, 1990-91

Mr. Seow

OT39 WAR AND PEACE IN THE OLD TESTAMENT

Study of the image of Yahweh as divine warrior, the traditions of Israel's warfare and political structures, the imagery of Yahweh as warring against Israel, and the ideal of peace with justice. The meaning of these images and traditions for the people of Israel, and possibilities for their use today in the Christian church. Prerequisite: course OT01. Three credits.

Second Semester, 1990-91

Ms. Sanderson

OT42 IMAGING GOD AND SELF: IMPLICATIONS FOR SPIRITUAL GROWTH

Aspects of the relationships between imagery for God and imagery for the self from biblical, theological, and psychological perspectives. How imagery of the divine is reflected in personal and communal identity. Broader social consequences of that reflection also are addressed. Implications for pastoral counseling and other dimensions of ministry. Same as course PT32. Limited to thirty students. Prerequisites: courses OT01 and PT05. Three credits.

Second Semester, 1991-92

Ms. Sanderson and Ms. Neuger

OT43 TEACHING THE BIBLE AS LIBERATING WORD

The Bible as shaper of Christian identity. Focus on its role in reinforcing and contradicting our understanding of what it is to be female and male in God's image. Structuring teaching-learning experiences in which the liberating word addresses issues of sexism. Same as course ED36. Prerequisite: course OT01. Three credits.

Second Semester, 1990-91

Ms. Sakenfeld and Ms. Gardner

Multi-Program Classes Based on the Hebrew Text

OT50 EXEGESIS OF GENESIS

Reading and interpretation of selected portions of the Hebrew text. The course will concentrate on exegetical method, critical problems in the text, and the interpretation of Hebrew narrative. Consideration also will be given to theological issues provoked by the text. Prerequisite: course OT04. Three credits.

First Semester, 1990-91

Mr. Roberts

OT51 THE BIRTH OF A PEOPLE: EXEGESIS OF EXODUS

Reading and exegesis of selected portions of the Hebrew text. Study of the function of narrative, poetry, law, and cult to teach the Israelites who they were, who their

God was, and how and why they had come into existence as a people. Prerequisite: course OT04. Three credits.

Second Semester, 1991-92

Ms. Sanderson

OT70 EXEGESIS OF THE BOOK OF PSALMS

Exegesis and interpretation of individual psalms with particular attention to those that have a central place in the life, liturgy, and theology of the Jewish and Christian communities; exploration of the role these psalms have played in church and synagogue and their present possibilities for Christian praise, preaching, and prayer. Some attention will be given to larger questions having to do with the Psalter as a whole, such as the Psalter as collection, as prayerbook, as liturgy, and as basis for theology. Designed to enable students both to sharpen their exegetical skills and to deepen their familiarity with and understanding of this significant part of the Bible. Prerequisite: course OT04. Three credits.

Second Semester, 1990-91

Mr. Miller

OT71 EXEGESIS OF ECCLESIASTES

Development of exegetical skills through careful study of the book of Ecclesiastes. A general orientation to Israel's wisdom literature, with consideration of putative foreign influences on the form and content of the book. Attention to Qoheleth's contribution to the theology of the faith community in the past and present. Prerequisite: course OT04. Three credits.

Second Semester, 1990-91

Mr. Seow

OT79 WOMEN IN THE HEBREW BIBLE

Translation and exegesis of a variety of passages dealing with themes relating to women's lives: female imagery for God as well as narratives, laws, and poetry about women. Secondary literature will include works by Tribble, Sakenfeld, Meyers, Schussler Fiorenza, Exum, Weems, Plaskow, Tamez, and others. Prerequisite: course OT04. Three credits.

Second Semester, 1990-91

Ms. Sanderson

OT91,-92 ARAMAIC GRAMMAR AND READING

An introduction to Aramaic grammar. Reading of Aramaic portions of the Old Testament and, as time allows, of selected targums and papyri. Prerequisite: course OT04. Regularly scheduled meetings are held each semester for the full academic year. First semester, two credits; second semester, one credit.

Full Year, 1991-92

Mr. Roberts

OT93,-94 UGARITIC GRAMMAR

Introduction to the grammar; study of a selected text. Regularly scheduled meetings are held each semester for the full academic year. First semester, two credits; second semester, one credit.

Full Year, 1990-91

Messrs. Whitaker and Roberts

OT95,-96 AKKADIAN GRAMMAR

Study of the grammar in transcription, followed by reading of cuneiform texts from

several periods of the language. Regularly scheduled meetings are held each semester for the full academic year. First semester, one credit; second semester, two credits.

Full Year, 1990-91

Messrs. Whitaker and Roberts

OT97,-98 INTERMEDIATE AKKADIAN

Readings in various genres of Akkadian literature. Prerequisite: course OT95,-96 or equivalent. Regularly scheduled meetings are held each semester for the full academic year. First semester, one credit; second semester, two credits.

Full Year, 1991-92

Mr. Roberts

NEW TESTAMENT

Introductory and Language Classes

NT01 ORIENTATION TO NEW TESTAMENT STUDIES

An introduction to selected perspectives of the New Testament through lectures, preceptorial group study, and directed reading in the New Testament and in secondary literature. Required of M.Div. candidates during the first year of study. Not open to Th.M. or Ph.D. candidates. Three credits.

Second Semester, 1990-91

Mr. Charlesworth and Ms. Martin

Second Semester, 1991-92

NT03,-04 INTRODUCTION TO NEW TESTAMENT GREEK

An introduction to the elements of New Testament Greek with emphasis upon the mastery of forms, basic vocabulary, and syntax. Reading of selected portions of the Greek New Testament. The two semesters are designed to be taken in immediate sequence. If the sequence is interrupted, a placement examination must be passed before the second semester is begun. Three credits each semester.

Full Year, 1990-91

Ms. Edwards and Mr. Marcus

Full Year, 1991-92

NT05 REVIEW OF GREEK GRAMMAR

Rapid review of Greek grammar for persons who have studied the language in college but who lack the proficiency necessary for exegetical work. Course may not be repeated. One credit.

First Semester, 1990-91

Ms. Edwards

First Semester, 1991-92

NT06 TRANSLATION FROM THE GREEK NEW TESTAMENT

Designed to enable students to acquire and maintain proficiency in the reading of Greek prose, with an emphasis on the building of vocabulary. Prerequisite: course NT04. Course may be repeated in successive semesters. One credit.

Second Semester, 1990-91

Ms. Edwards

Second Semester, 1991-92

NT08 INTRODUCTION TO NEW TESTAMENT EXEGESIS

Introduction to the process and task of New Testament exegesis through an analysis and interpretation of selected passages of the Greek New Testament, e.g., gospel material, Thessalonians, Hebrews and pastorals. Development of skills and familiarity with tools and resources necessary for critical exegesis, with a view toward the formation of a sound exegetical method for use in church, ministry, and theology. Prerequisite: course NT04. Three credits.

First Semester, 1990-91

Ms. Edwards

Second Semester, 1990-91

NT10 ADVANCED GREEK GRAMMAR

Systematic study of Greek syntax and morphology, with particular attention to matters of significance for New Testament exegesis. Analysis of materials from the New Testament and other Greek texts. Prerequisite: course NT04. Three credits.

Second Semester, 1990-91

New Testament Staff

Multi-Program Classes Based on the English Text

NT12 THE GOSPEL OF MARK

A critical literary and theological interpretation of the gospel with a special focus on methodological problems of composition and setting. Particular attention will be given to the development and function of Christology, apocalyptic, and such motifs as discipleship and the Kingdom of God, with an assessment of the relevance of Mark's message for the church today. Prerequisite: course NT01. Three credits.

First Semester, 1991-92

Ms. Martin

NT13 THE GOSPEL OF LUKE

A critical study of the third gospel with particular attention to its literary structure, theology, major motifs (witness, the Holy Spirit, joy, poverty and wealth, women), and Luke's concept of salvation history. An analysis of Luke's unique contribution to our understanding of the Jesus tradition. Prerequisite: course NT01. Three credits.

First Semester, 1990-91

Ms. Martin

NT20 THE PARABLES OF JESUS

Literary, historical, and theological interpretation of the parables on the basis of the English text. Prerequisite: course NT01. Three credits.

First Semester, 1991-92

Mr. Kraftchick

NT22 THE EPISTLE TO THE ROMANS

A study of the epistle in English translation. Prerequisite: course NT01. Three credits.

Second Semester, 1990-91

Mr. Beker

NT23 THE PASSION NARRATIVES IN THE GOSPELS

An analysis of the accounts of Jesus' suffering and death in the Gospels. Investigation of the sources of the gospel accounts, of the ways in which each account reflects the theology and situation of its author, and of attempts at historical reconstruction of

the events of the passion. Prerequisite: course NT01. Three credits.

Second Semester, 1990-91

Mr. Marcus

NT32 THE USE OF THE OLD TESTAMENT IN THE NEW TESTAMENT

An investigation of the ways in which various New Testament authors appropriate their scripture, the Old Testament, and of the implications these appropriations have for discussions of biblical interpretation and biblical authority today. Prerequisite: course NT01. Three credits.

Second Semester, 1991-92

Mr. Marcus

NT38 THE DEAD SEA SCROLLS AND THE NEW TESTAMENT

A lecture course dealing with the history and theology of the Essenes; assessment of the significance of the Dead Sea Scrolls for the origins of Christianity. Particular attention will be directed to Jesus, Acts, Paul, the Gospel of John, and Hebrews.

Prerequisite: course NT01. Three credits.

Second Semester, 1991-92

Mr. Charlesworth

NT40 THE NEW TESTAMENT AND FEMINIST BIBLICAL HERMENEUTICS

A critical examination of feminist biblical hermeneutical methodologies and theories utilized in the interpretation of New Testament texts. Feminist biblical hermeneutics will be related to broader discussions of hermeneutics (including the writings of Heidegger, Bultmann, and Gadamer). The critical survey of interpretations of New Testament pericopae will enable students to assess the implications of feminist biblical interpretations for responsible biblical exegesis and Christian ministry today. Prerequisite: course NT01. Three credits.

First Semester, 1990-91

Ms. Martin

NT41 SOCIOLOGICAL APPROACHES TO THE NEW TESTAMENT

A critical assessment of the ways in which models from the social sciences have been used to reconstruct the social history of early Jewish and Christian groups. The course will focus on such institutions as slavery and the household, on ways that different groups construct images of the center and boundaries of the "world," and on colonial power structures, in order to suggest possibilities for the interpretation of the role of the Jesus movement in various social contexts. Same as course CS41. Prerequisite: course NT01. Three credits.

Second Semester, 1991-92

Ms. Martin and Mr. Fenn

NT43 POVERTY AND WEALTH IN THE EARLIEST CHURCH

A critical examination of selected pericopae in the New Testament (including Acts, James, and the Pauline letters) concerned with poverty and wealth. Analysis of pertinent citations in the Old Testament and intertestamental literature, and investigation of the role of charities and social aid in the Graeco-Roman world of the first century. Prerequisite: course NT01. Three credits.

First Semester, 1991-92

Ms. Martin

NT44 BIBLICAL EXEGESIS IN THE EARLY AND MEDIEVAL CHURCH

Jewish and Hellenistic exegesis; methods of scriptural interpretation in the New

Testament; Alexandria and Antioch; hermeneutical writings of the fathers from Origen to Gregory the Great; scholastic principles of exegesis; the fourfold sense of Scripture; the commentaries of the late Middle Ages. Same as course CH25. Prerequisites: one collegiate or seminary course on church history to the Reformation, course NT01, and one other collegiate or seminary course introductory to the Bible. Biblical languages desirable but not mandatory. Three credits.

First Semester, 1990-91

Mr. Froehlich

NT48 BIBLICAL PREACHING IN LIFE TRANSITIONS

Explores the role of preaching in people's life transitions and development; examines the hermeneutics, inherent in biblical ideas of transition, pilgrimage, marginality, suffering and hope as a basis for communicating the gospel in contemporary experience. Same as course PR63. Prerequisites: courses PR01 and NT01. Enrollment limited to 15 students. Three credits.

First Semester, 1991-92

Messrs. Beker and Nichols

Multi-Program Classes Based on the Greek Text

NT52 THE PARABLES OF JESUS

The parables of Jesus as they are found in the synoptic gospels. Consideration of recent approaches taken toward understanding the parables. The nature and function of parables in their various settings: the ministry of Jesus, as part of the gospel texts, and as address to subsequent communities of belief. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1991-92

Mr. Kraftchick

NT56 EXEGESIS OF THE GOSPEL OF LUKE

Reading and exegesis of the Greek text. Examination of literary and historical questions as a means for engaging theological problems. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1991-92

Mr. Marcus

NT57 EXEGESIS OF THE GOSPEL OF JOHN

Reading and exegesis of selected passages from the Greek text, with emphasis on exegetical method. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1991-92

Mr. Charlesworth

NT60 EXEGESIS OF THE EPISTLE TO THE ROMANS

Reading and exegesis of the Greek text. Examination of literary and historical questions as a means for engaging theological problems. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1991-92

Mr. Beker

NT61 GALATIANS AND ROMANS

A comparison of the different ways in which Paul treats similar themes in two of his most important letters, and a reconstruction of the diverse historical settings that may have led him to vary his treatment. Themes to be studied include: justification,

the law, and the role of the Jewish people. Implications for contemporary theology and for Jewish-Christian dialogue. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1990-91

Mr. Marcus

NT65 EXEGESIS OF COLOSSIANS AND EPHESIANS

Exegetical study on the basis of the Greek text, with special attention to christology and ecclesiology. Prerequisites: courses NT01 and NT04. Three credits.

Second Semester, 1991-92

Mr. Beker

NT67 THE PASTORAL EPISTLES

A critical exegetical investigation of the epistles to Timothy and Titus, with special attention to the historical and linguistic problems of authorship, setting, and their place as documents in the history of earliest Christianity. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1990-91

Mr. Beker

NT70 THE PSEUDEPIGRAPHA

A research class focused upon Jewish and early "Christian" texts that date from ca. 250 B.C. to A.D. 200. Languages read will depend upon the proficiency of the students, but it is expected that manuscripts as well as texts in Hebrew, Aramaic, Syriac, Coptic, Latin, and Greek will be studied. Discussion will move from philology to theology; a search for the heart of early Judaism. Enrollment by permission of the instructor. Prerequisites: courses NT01 and NT04. Three credits.

First Semester, 1990-91

Mr. Charlesworth

NT71 THE LANGUAGE AND THEOLOGY OF THE DEAD SEA SCROLLS

A study of the palaeography and theology of the Dead Sea Scrolls, and an examination of the history and archaeology of the Qumran Essenes. Portions of the major scrolls will be read from photographs. Enrollment by permission of the instructor. Prerequisites: courses NT01 and NT04. Three credits.

Second Semester, 1991-92

Mr. Charlesworth

NT76 FORGIVENESS IN THE NEW TESTAMENT

On the basis of a thorough exegesis of relevant New Testament texts, the concept of forgiveness will be explored with reference to God as a forgiving God, the cup of the new covenant, Jesus as a forgiver, the giving of the Spirit, the call of the church to be a forgiving community, the difficulty of interpersonal forgiveness. A consideration also of the concept of shame insofar as it surfaces in the New Testament, its distinction from guilt and its connection to forgiveness. Appropriate attention given to the background within Judaism, with concern for moving from exegesis to application and expression in pastoral care and proclamation. Prerequisites: courses NT01 and NT04. Three credits.

Second Semester, 1990-91

Ms. Edwards

NT85 THE NEW TESTAMENT AND SOCIOLOGY

Examination of the transmission of Jesus traditions in Palestine before A.D. 70,

employing exegetical, historical, and sociological perceptions and methodologies. Greek recommended but not required. Designed for advanced students. Same as course CS85. Three credits.

First Semester, 1990-91

Messrs. Charlesworth and Fenn

PH.D. SEMINARS

These classes are designed for and normally restricted to candidates for the Ph.D. degree. Exceptions, never to constitute the majority of a class, may be made only where the student demonstrates a command of the scholarly tools ordinarily necessary for doctoral work. Any person not a doctoral candidate at Princeton Seminary or University who wishes to enroll in one of these seminars must submit an *Application to Enroll in a Ph.D. Seminar* (obtained from the Office of the Registrar) signed by the professor with his or her registration.

DS01 METHODOLOGY IN OLD TESTAMENT THEOLOGY

The seminar will focus on the problematics of Old Testament theology in light of the methodological challenges of post-enlightenment historical consciousness and critical historical approaches to Old Testament traditions and Israel's faith. Emphasis upon the history of research as well as upon contemporary proposals. Three credits.

Second Semester, 1991-92

Mr. Olson

DS02 NEAR EASTERN BACKGROUNDS TO ISRAELITE RELIGION

A study of the ancient religious world out of which the biblical faith arose and in which it began to take shape, giving equal attention to elements of continuity and discontinuity. Three credits.

Second Semester, 1990-91

Mr. Roberts

DS03 HEBRAICA

A critical exploration and application of comparative philology, historical Hebrew grammar, textual criticism, and historical reconstruction to the exegesis of selected Old Testament texts. Texts treated will include samples of archaic Hebrew poetry as well as standard Hebrew poetry from prophetic, wisdom, and liturgical materials. Three credits.

Second Semester, 1991-92

Mr. Armstrong

DS04 BIBLICAL HISTORY IN ITS ANCIENT NEAR EASTERN CONTEXT

A study of selected problems in the history of Israel, with emphasis on methodology and the use of epigraphic and non-epigraphic remains in historical reconstruction. Three credits.

First Semester, 1991-92

Ms. Sakenfeld

DS05 HERMENEUTICS IN BIBLICAL STUDIES AND PRACTICAL THEOLOGY

After surveying classical and contemporary approaches to biblical hermeneutics, stu-

dents will engage in interpretative investigations of representative biblical texts and themes. Attention will be given to the role of biblical hermeneutics in the educational, pastoral and preaching ministries of the Christian church. Same as course DS95. Limited to Ph.D. students in the fields of biblical studies and practical theology. Three credits.

First Semester, 1990-91

Messrs. Miller and Long

DS06 TEXTUAL CRITICISM OF THE OLD TESTAMENT

The theory and practice of textual criticism, with special attention to the scrolls of Qumran and the Septuagint. Three credits.

First Semester, 1990-91

Ms. Sanderson

DS07 LITERARY APPROACHES TO OLD TESTAMENT INTERPRETATION

A study of more recent developments in the literary study of Old Testament texts (structuralism, deconstruction, reader response, canonical analysis). Consideration of the interplay of these approaches with other historical-critical methods of exegesis. Three credits.

First Semester, 1991-92

Mr. Olson

DS09 CRITICAL ISSUES IN OLD TESTAMENT STUDIES

Survey of current state of discussion and critical issues concerning selected segments of Old Testament literature. Three credits.

First Semester, 1990-91

Miller, Roberts, Sakenfeld, Sanderson, Seow

DS10 STUDIES IN THE GOSPEL OF MARK

An examination of selected problems in recent Marcan research, with special attention to issues of method in literary analysis, historical reconstruction, and interpretation. Three credits.

Second Semester, 1991-92

Mr. Marcus

DS11 STUDIES IN THE GOSPEL AND EPISTLES OF JOHN

An examination of selected problems in recent Johannine research, with special attention to the issues of method in literary analysis, historical reconstruction, and interpretation. Three credits.

First Semester, 1991-92

Mr. Charlesworth

DS12 NEW TESTAMENT INTERPRETATION

The seminar will focus on contemporary methods of New Testament analysis, ranging from historical-critical to social and literary paradigms. It will explore the historical and philosophical origins of these methods in order to assess two things: 1) the presuppositions inherent in the various methods of argumentation and claims of truth and 2) the manner in which the data which result from these pursuits pertain to the concerns of New Testament theology.

Second Semester, 1991-92

Messrs. Beker and Kraftchick

DS13 STUDIES IN THE ACTS OF THE APOSTLES

A critical examination of Acts, with special attention to methodological problems

pertaining to historical reconstruction and literary analysis, and an examination of the major motifs in Acts. Three credits

Second Semester, 1990-91

Ms. Martin

DS15 THE BASIC COMMANDMENTS IN EARLY JUDAISM AND CHRISTIANITY

A study of the first two decalogue commandments in early Judaism and in the New Testament. Three credits.

First Semester, 1990-91

Mr. Mauser

DS17 THE PAULINE EPISTLES

Literary and theological analyses of main sections of the epistle to the Romans. Three credits.

First Semester, 1990-91

Mr. Beker

DS18 NEW TESTAMENT THEOLOGY

A review of the history of research, the background of major theological concepts, an examination of the diverse theologies, and a search for the heart of New Testament theology. Three credits.

Second Semester, 1990-91

Messrs. Beker and Charlesworth

DS19 CRITICAL ISSUES IN NEW TESTAMENT STUDIES

Survey of the current state of discussion and critical issues concerning selected segments of New Testament literature. Three credits.

Second Semester, 1990-91

Beker, Charlesworth, Marcus, Martin



History ~

PROFESSORS: J.D. Douglass, R.K. Fenn, K. Froehlich, J.H. Moorhead
 (Chair), A. Neely
 ASSOCIATE PROFESSORS: K.E. McVey, C.A. Ryerson III
 ASSISTANT PROFESSOR: J.-L. Seban
 VISITING LECTURER: R.J. Williams

CHURCH HISTORY

Introductory Level Classes

CH01 HISTORY OF CHRISTIANITY I

The life and thought of the Christian church from the apostolic period to the Reformation. Lectures and group discussions on brief writings representative of major movements. Designed as an orientation to the shape of the whole tradition in its social setting. Three credits.

First Semester, 1990-91

Ms. Douglass and Ms. McVey

First Semester, 1991-92

Ms. Douglass and Mr. Froehlich

CH02 HISTORY OF CHRISTIANITY II

The life and thought of the Christian church from the Reformation to the present. Lectures and group discussions on brief writings representative of major movements. Designed as an orientation to the shape of the whole tradition in its social setting. Three credits.

Second Semester, 1990-91

Messrs. Moorhead and Seban

Second Semester, 1991-92

Mr. Seban

Multi-Program Classes

CH10 EARLY CHURCH HISTORY

Study of the main centers of early Christianity in their wider cultural environments: Alexandria, Antioch, Edessa, Jerusalem, Carthage, Rome, and Constantinople. Exploration of cultural diversity and its effects on the development of early Christian theology, polity, art, architecture, liturgy, and popular piety. Lectures, discussion of

readings in primary and secondary sources, slide presentations, excursions, projects concerning contemporary application of these studies, and a final semester paper. Prerequisite: course CH01. Three credits.

Second Semester, 1990-91

Ms. McVey

CH11 MAIN THEMES OF CHRISTIAN DOCTRINE

A close examination of the historical development of the main themes of Christian thought and doctrine from the formative stage in the east to the pre-Reformation era in the west. Lectures, readings in primary sources, discussions, class projects dealing with the problem of doctrinal development in modern theologians. Same as course HD01. Prerequisite: course CH01. Three credits.

Second Semester, 1990-91

Mr. Froehlich

CH12 BIBLICAL THEMES IN CHRISTIAN ART

Biblical content and interpretation as a basic feature of early and medieval Christian iconography. The role of canonical and apocryphal scriptures in the formation of Christian funerary art, architectural decoration, liturgical art, and manuscript illumination. Special attention to pictorial programs and representations that make use of biblical typology. Lectures with discussion, projects, excursions. Prerequisite: course CH01. Enrollment limited to twenty students. Prerequisite: course CH01. Three credits.

First Semester, 1991-92

Mr. Froehlich

CH17 PAGANS AND CHRISTIANS

Competition, conflict, and accommodation of Christians in their Graeco-Roman environment. Topics considered include: Christian and anti-Christian apologetics, martyrdom and persecution, Christian political theory before and after Constantine, significance of early Christian attitudes for reformation and modern ideas of church and state. Prerequisite: course CH01. Three credits.

Second Semester, 1991-92

Ms. McVey

CH19 RUSSIAN ORTHODOXY

The Russian Orthodox religious tradition from Byzantine evangelization to the present: early holy men and women; Nikon and the Old Believers; the reforms of Peter the Great; revolutionaries and the church; Slavophiles and the church; Dostoevsky, Tolstoy, Soloviev, Khomiakov, Berdyaev, and Florovsky; the church under communism. Prerequisite: course CH01. Three credits.

Second Semester, 1991-92

Ms. McVey

CH20 AUGUSTINE OF HIPPO

An introduction to the life and times, the writings, and the thought of Augustine. Major emphasis on readings from Augustine's works in English translation. Semester project will focus on those aspects of Augustine's theology that had a lasting impact on later Christianity. Same as course HD15. Prerequisite: course CH01. Three credits.

Second Semester, 1990-91

Mr. Froehlich

CH22 WOMEN IN EARLY AND MEDIEVAL CHURCH HISTORY

A consideration of prominent women and their less prominent, but more numerous, sisters: female prophets and apostles, desert mothers, women pilgrims, female mystics; women and heresy, women and church office, the social and economic condition of women in the Graeco-Roman and medieval contexts, use of feminine theological imagery, women's history and contemporary feminism. Prerequisite: course CH01. Three credits.

First Semester, 1990-91

Ms. McVey

CH23 THOMAS AQUINAS

A course designed to acquaint the student with the life, the writings, and the thought of the great scholastic theologian. Introductory lectures, readings in English translation, discussions. Emphasis on theological method, ethics, and the sacraments. Same as course HD16. Prerequisite: course CH01. Three credits.

First Semester, 1990-91

Mr. Froehlich

CH25 BIBLICAL EXEGESIS IN THE EARLY AND MEDIEVAL CHURCH

Jewish and Hellenistic exegesis; methods of scriptural interpretation in the New Testament; Alexandria and Antioch; hermeneutical writings of the fathers from Origen to Gregory the Great; scholastic principles of exegesis; the fourfold sense of Scripture; the commentaries of the late Middle Ages. Same as course NT44. Prerequisites: one collegiate or seminary course on church history to the Reformation, course NT01, and one other collegiate or seminary course introductory to the Bible. Biblical languages desirable but not mandatory. Three credits.

First Semester, 1990-91

Mr. Froehlich

CH28 INTRODUCTION TO THE CHRISTIAN MYSTICAL TRADITION

An investigation of the theological and philosophical roots, the motifs, practices, and literary expressions of Christian mystical piety with special attention given to selected medieval mystics. Discussions, lectures, interpretations of primary sources. Prerequisite: course CH01. Three credits.

Second Semester, 1991-92

Mr. Froehlich

CH31 THE THEOLOGY OF LUTHER

An exploration of the development of Luther's theology, based on readings from biblical commentaries, the catechisms, and a variety of theological treatises. Same as course HD21. Prerequisite: course CH01. Three credits.

Second Semester, 1991-92

Ms. Douglass

CH33 THE REFORMATION IN STRASBOURG AND GENEVA

An exploration of sixteenth-century changes in theology, church life, and civic life in two key cities of the Reformation, illustrating the particular style of reform characteristic of those cities. Readings will include varied primary sources and secondary sources from the current literature on reform in the cities. Prerequisite: course CH01. Three credits.

First Semester, 1991-92

Ms. Douglass

CH36 WOMEN IN REFORMATION AND MODERN CHURCH HISTORY

A study of the roles and writings of women in the life of the church, beginning with the Renaissance and Reformation periods and continuing into the contemporary period. Prerequisite: course CH01. Three credits.

Second Semester, 1990-91

Ms. Douglass

CH39 SACRAMENTS IN THE LIFE AND THOUGHT OF
SIXTEENTH-CENTURY CHURCHES

A study of the theology of the sacraments and of sacramental life in sixteenth-century churches, both Catholic and Protestant. Prerequisite: course CH01. Three credits.

First Semester, 1990-91

Ms. Douglass

CH42 REASON, NATURE, AND GOD IN SEVENTEENTH-CENTURY
RELIGIOUS THOUGHT

A history-of-ideas approach to the great controversies of the seventeenth century: Socinianism, Stoicism, Jansenism, Puritanism, sectarianism, Arminianism, Amyraldism, Cambridge Platonism, Spinozism, libertinism, pietism, Molinism, Hobbism, moralism, sensorialism, and latitudinarianism. Three credits.

Second Semester, 1990-91

Mr. Seban

CH43 CHURCH AND THEOLOGY IN GERMANY BETWEEN THE WORLD WARS

Two decades to find an impossible path: the story of the struggle of churches and theologians with or against rising ideologies (communism, nazism). A historical approach to the conflicting encounter of old and new movements: liberalism, history of religion school, religious socialism, new Lutheranism, and the dialectical school. An analysis of the rise and development of the German Church Struggle (Kirchenkampf), with special emphasis on the German Christian Movement, Barmen, and the Confessional Church. Same as course HD43. Three credits.

First Semester, 1990-91

Mr. Seban

CH46 DESPISERS OF CHRISTIANITY

A critical analysis of representative reviews of Christianity as belief and institution and of the Christian responses from Spinoza's *Theological-Political Treatise* (1670) to Bakunin's *God and the State* (1882). Special attention to the radical enlightenment, Marxism, the "Death of God," and French and Russian Anarchism. Three credits.

Second Semester, 1991-92

Mr. Seban

CH47 READING GOTTHOLD EPHRAIM LESSING

An introduction to Lessing's thought through a reading in German of significant passages of his works. German required. One credit.

First Semester, 1991-92

Mr. Seban

CH48 PRESBYTERIAN HISTORY AND THEOLOGY

The history of Reformed theology and institutions oriented toward the understanding of Presbyterianism in twentieth-century America. The Presbyterian *Book of Confessions* will be viewed both historically and as a guide and resource for contemporary theology and preaching. Lectures, readings, preceptorial sections. Ordinarily

taken by students in middle or senior year. Same as course HD28. Three credits.

Second Semester, 1991-92

Ms. Douglass

CH49 READING JEANNE-MARIE GUYON

An introduction to the life and thought of one of the major spiritual women writers of the seventeenth century through a reading in French of her treatise on prayer. French required. One credit.

First Semester, 1991-92

Mr. Seban

CH50 AMERICAN CHRISTIANITY FROM THE COLONIAL ERA TO THE
CIVIL WAR

Topics to be studied include Puritanism, the Great Awakening, the enlightenment, the development of modern denominational patterns, Christianity and American nationalism, the rise of voluntary societies, sectarian ferment, and the relationship of the churches to slavery and the Civil War. Three credits.

First Semester, 1990-91

Mr. Moorhead

CH52 AMERICAN PROTESTANTISM AFTER DARWIN

An analysis of major religious issues from the Civil War to the mid-1920s. Topics to be studied include the relationship of science and theology, especially the impact of Darwin's evolutionary theory; biblical criticism; the growth of liberalism and fundamentalism; the churches' response to an industrial society; and the temperance and foreign missionary crusades. Three credits.

Second Semester, 1990-91

Mr. Moorhead

CH83 READINGS IN ECCLESIASTICAL LATIN

Reading of representative texts, selected on the basis of the needs and interests of the members of the class. Prerequisite: elementary Latin. One credit.

First Semester, 1991-92

Mr. Seban

CH91 UNITED METHODIST HISTORY AND DOCTRINE

A course designed to assist United Methodist students to understand their denominational heritage within the context of historic Christianity, and to participate responsibly in the ongoing theological development and institutional reforms which are yet taking place within the United Methodist Church. This course does not carry distribution credit in the department. Three credits.

Second Semester, 1990-91

Mr. Williams

HISTORY OF RELIGIONS

Multi-Program Classes

HR12 THE EXPERIENCE OF RELIGION

Prophetic and mystical encounters with the "sacred" examined through the theories of historians of religion, phenomenologists, psychologists, and sociologists. Examples chosen mainly from non-western religions: Zen Buddhism, devotional Hindu-

ism, nature-affirming Taoism, Islamic Sufism, and others. Alternate life styles and modes of spirituality explored. The meaning of transcendence; the significance for theology of the renewed emphasis on religion as direct personal experience. Three credits.

First Semester, 1991-92

Mr. Ryerson

HR20 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS

Christian faith in a religiously plural world; theological bases for Christian attitudes and approaches to persons and cultures of other faiths. Major themes from world religions; third world ideologies. Non-western religions and American consciousness. Examples of interreligious dialogue. Three credits.

Second Semester, 1990-91

Mr. Ryerson

HR30 WORLD RELIGIONS THROUGH WORLD LITERATURE

An examination of major themes of world religions through a study of selected novels and other literature. Descriptions of encounters with "the holy" and an analysis of myth, ritual, and symbol. World religions in transition; conflicts and comparisons. Three credits.

Second Semester, 1991-92

Mr. Ryerson

HR41 BUDDHISM

An introduction to the rituals and belief-systems of Buddhism. Life of the Buddha; growth of the community; exploration of major texts. Special attention to the spread of Buddhism into China and Japan. Buddhism's interaction with Confucianism and Taoism; the rise of Ch'an (Zen). Buddhism in America and its importance for Christian theology. Three credits.

First Semester, 1990-91

Mr. Ryerson

HR42 HINDUISM

A survey of the nature and development of Hinduism: the Indus valley culture, Vedas and Upanishads, Bhagavad-Gita; *dharma* (discipline) and *bhakti* (devotion); sensuality and asceticism. Interrelationship between ideas and institutions; the Hindu renaissance. Relevance of Hinduism for the study of religion and theology. Three credits.

First Semester, 1991-92

Mr. Ryerson

HR60 GODS AND POLITICS

An exploration of the interactions between religions and politics in the modern world and the Christian response to these developments. Special emphasis on the emergence and role of religious fundamentalism, with particular attention to Islamic militancy and Hindu revivalism. Comparisons of charismatic leaders such as Gandhi, Khomeini, and Martin Luther King, Jr. The American religious-political scene viewed in comparative perspective. Permission of the instructor required. Enrollment limited to twenty students. Three credits.

Second Semester, 1990-91

Mr. Ryerson

HR72 TRADITIONAL RELIGIONS AND THE MODERN WORLD

An exploration of the attempts of traditional religions to adjust to, and challenge, new social and economic loyalties. Tradition and modernity defined. Materials drawn from a variety of religious traditions. Permission of instructor required. Three credits.

First Semester, 1990-91

Mr. Ryerson

ECUMENICS

*Introductory Level Class*EC10 THE CHRISTIAN MISSION IN TODAY'S WORLD: MISSIOLOGY
FOR OUR TIMES

An introduction to the study of the Christian mission and missions with the primary emphasis given to the theological and historical bases for mission together with discussions of the present status of Christian missions, current issues, philosophies, impediments, and alternatives open to Christians and churches to engage in mission. Three credits.

First Semester, 1990-91

Mr. Neely

First Semester, 1991-92

Multi-Program Classes

EC15 MINISTRY, WORD, AND SACRAMENT

The calling and sending of the church in contemporary society; the ministry of the whole people of God and ordination to the special ministry of word and sacrament; theological foundations of proclamation, baptism, and the Lord's Supper; emergent ecumenical agreements and continuing differences of theologies and practices of ministry and sacraments. Same as course TH24. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Willis-Watkins

EC20 LATIN AMERICA: A HISTORY OF MISSION

A study of the beginnings and the development of Christianity in Spanish- and Portuguese-speaking Latin America, with a concentration on the history of mission endeavors as well as current theological trends. Three credits.

First Semester, 1991-92

Mr. Neely

EC21 WORLD HUMAN NEED AND THE CHRISTIAN RESPONSE

A study designed to acquaint the student with the nature and magnitude of national and global human problems such as poverty, hunger, injustice, militarism, and religious chauvinism and the response to these problems by various Christian churches and mission agencies. Three credits.

First Semester, 1990-91

Mr. Neely

EC33 CROSS CURRENTS IN CHRISTIAN WORLD MISSION TODAY

Conducted at the Overseas Ministries Study Center in New Haven, Connecticut, during portions of the month of January. Seminars on various topics related to the contemporary world mission of the church. Requirements include full participation in the New Haven classes; a paper on some aspect of the subject, to be determined in consultation with the instructor; and a maximum of four formal class sessions during the second semester. Course may be repeated in successive years. Enrollment limited. Prerequisite: approval of the Director of Professional Studies. Three credits.

Second Semester, 1990-91

Mr. Neely

Second Semester, 1991-92

EC39 CROSS CULTURAL MISSION

Opportunity to engage in practical experience and reflection in Christian mission and ecumenics. Supervised short term mission activities of various types and in diverse locations throughout the world, conducted during the summer months; minimum stay overseas of eight weeks. Requirements include assigned preparatory readings and a final paper on a topic related to the summer service, determined in consultation with the instructor. The group will meet periodically during the autumn semester for discussion and review. Students must be in residence during the autumn semester. Arrangements must be made in advance with the instructor. Three credits.

Summer and Autumn, 1990

Mr. Ryerson and Mr. Taylor

EC45 THE SOCIAL MISSION OF THE CHRISTIAN CHURCH

The evangelistic and the social witness of the church in the world. Issues to be explored include the relation between Christian mission and Christian service; between social ethics as a discipline and confession of faith; between evangelism, church growth, and service in the world. Roman Catholic, ecumenical, and conservative evangelical contributions to the subject will be examined. Questions of dialogue with persons of other faiths and ideologies will be raised in the context of the course. Same as course ET45. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. West

EC55 THE ECUMENICAL MOVEMENT IN THE TWENTIETH CENTURY

A study of the growth and development of world Christianity in the twentieth century, with special attention to the world mission of the church as it emerged from western missionary beginnings into an enterprise of the church in six continents, and to the development of an ecumenical social ethic through the World Council of Churches and its predecessors. Interaction with Roman Catholic and with conservative evangelical Christianity will also be considered, as will concerns in the area of faith and order. Three credits.

Second Semester, 1991-92

Mr. Neely

EC60 CHURCH GROWTH AS STRATEGY FOR MISSION

An analytical and practical study of contemporary principles of congregational de-

velopment with special attention given to the "Church Growth Movement" including its strengths and weaknesses.

Second Semester, 1990-91

Mr. Neely

CHRISTIANITY AND SOCIETY

Multi-Program Classes

CS10 RELIGION AND SOCIETY

Investigation of the sacred sources of a sense of social obligation, of a common fate, and of legitimate authority. The sacred described as the sphere of social life in which primordial strivings come into play. Societies in which the sacred is in constant, dynamic, and intense interaction with basic institutions compared to more complex and secularized social systems. Symbolic victories over death in sacred pilgrimage and ritual; ceremonies, spectacle, stigmatization, and the concentration and the diffusion of the sacred in modern societies. Three credits.

Second Semester, 1991-92

Mr. Fenn

CS20 THEOLOGY AND SOCIOLOGY

Examination of the differences between sociologists and theologians in the understanding, interpretation, and explanation of social life. Focus on such polar concepts as the sacred and the profane, the church and the world, truth and reality. Examination of the disciplines as speech communities with vested interests in controlling the public discussion of particular topics. Three credits.

Second Semester, 1990-91

Mr. Fenn

CS25 CHURCH AND SOCIETY FIELD STUDY

Exploration of basic concepts in church and society carried out in connection with student field education. Weekly meetings of one hour will be devoted to planning and executing simple investigations in field settings. The focus of the class will be on the community rather than on the church itself. Prerequisites: concurrent registration in course CS23 or CS81, and consent of the field education supervisor. One credit.

Second Semester, 1991-92

Mr. Fenn

CS31 SECULARIZATION: AN INTRODUCTION TO THE DEBATE

This course will identify secularization as a controversial theme in the sociology of religion. Problems in analyzing the nature and scope of secularization in both western and non-western societies. The relation of secularization to new religious movements and to particular currents in theology. Efforts to illustrate the possibilities and limits of translating theological concerns into sociological inquiry. Three credits.

First Semester, 1990-91

Mr. Fenn

CS41 SOCIOLOGICAL APPROACHES TO THE NEW TESTAMENT

A critical assessment of the ways in which models from the social sciences have been

used to reconstruct the social history of early Jewish and Christian groups. The course will focus on such institutions as slavery and the household, on ways that different groups construct images of the center and boundaries of the "world," and on colonial power structures, in order to suggest possibilities for the interpretation of the role of the Jesus movement in various social contexts. Same as course NT41. Prerequisite: course NT01. Three credits.

Second Semester, 1991-92

Mr. Fenn and Ms. Martin

CS62 PERSONAL SIN AND SOCIAL EVIL

Psychological, sociological and theological views of sin and evil. Attention to sin as a personal matter and evil as a social phenomenon, and the interrelationship of the two. Particular emphasis on the sources, meanings and consequences of sin and evil and on remedial possibilities. Focus on such themes as guilt and shame, trespasses and debts, forgiveness and pardon, restitution and reparation. Same as course PT62. Three credits.

Second Semester, 1991-92

Messrs. Fenn and Capps

CS81 SENIOR SEMINAR

This seminar will present a variety of models for church growth and community development. Practitioners from the field will be invited to make presentations; students will be expected to develop models for application in specific social contexts. Detailed focus on one model, the Rural Community Action Ministry, in order to discuss its application to urban as well as rural contexts. Three credits.

First Semester, 1990-91

Mr. Fenn

CS83 PUBLIC POLICY AND PERSONAL MEANING

Psychological, sociological, and religious issues involved in the threat that contemporary social institutions pose for the rights, responsibilities and aspirations of individuals. Particular attention given to contemporary discussions of individualism, narcissism, identity and authority, and the effect of "benign" institutions (schools, health centers, churches) on those whose lives are directly influenced by them. Same as course PT73. Three credits.

Second Semester, 1990-91

Messrs. Fenn and Capps

CS85 THE NEW TESTAMENT AND SOCIOLOGY

Examination of the transmission of Jesus traditions in Palestine before A.D. 70, employing exegetical, historical, and sociological perceptions and methodologies. Greek recommended but not required. Designed for advanced students. Same as course NT85. Three credits.

First Semester, 1990-91

Messrs. Fenn and Charlesworth

PH.D. SEMINARS

These classes are designed for and normally restricted to candidates for the Ph.D. degree. Exceptions, never to constitute the majority of a class, may be made only where the student demonstrates a command of the scholarly tools ordinarily necessary for doctoral work. Any person not a doctoral candidate

at Princeton Seminary or University who wishes to enroll in one of these seminars must submit an *Application to Enroll in a Ph.D. Seminar* (obtained from the Office of the Registrar) signed by the professor with his or her registration.

DS20 HISTORICAL METHOD

Readings in the basics of historical methodology and research. Written projects will focus on skills required in editing texts, evaluating evidence, and critically evaluating secondary literature in the area of the student's primary interest. Required of Ph.D. candidates in church history during the first year of residence. Three credits.

By Special Arrangement

Departmental Staff

DS21 PATRISTIC THEOLOGICAL LITERATURE

Topic of the seminar: Paschal Homilies and Hymns in the Early Church. Same as course DS41. Three credits.

Second Semester, 1990-91

Ms. McVey

DS22 MEDIEVAL THEOLOGICAL LITERATURE

Topic of the seminar to be announced. Same as course DS42. Three credits.

Second Semester, 1991-92

Mr. Froehlich

DS25 REFORMATION RESEARCH

Topic of the seminar: John Calvin. Same as course DS43. Three credits.

Second Semester, 1990-91

Ms. Douglass

DS28 MODERN EUROPEAN CHURCH HISTORY

Topic of seminar to be announced. Three credits.

First Semester, 1991-92

Mr. Seban

DS30 AMERICAN CHURCH HISTORY

Topic of the seminar: Eschatological Themes in American Christianity. Three credits.

First Semester, 1990-91

Mr. Moorhead

DS33 HISTORY OF MISSION

Topic of the seminar: Central America: 20th Century Protestantism and Roman Catholic Missions. Three credits.

Second Semester, 1990-91

Mr. Neely

DS35 TRADITIONAL RELIGIONS AND MODERNIZATION

The persistences and transformations of traditional religions as they encounter the forces of modernization. Special emphasis on cultural nationalism and the quest for ethnic identities. Three credits.

First Semester, 1990-91

Mr. Ryerson

DS39 ECUMENICS AND THEOLOGY IN THE TWO-THIRDS WORLD

Readings and research in the theologies that have emerged in those areas of the world traditionally regarded as mission fields of the western church. Three credits.

Second Semester, 1991-92

Mr. Neely

Theology ~

PROFESSORS: D. Allen, ‡D.L. Migliore, P.J. Paris, C.C. West (Chair),
E.D. Willis-Watkins

ASSOCIATE PROFESSORS: S.H. Lee, M.K. Taylor

ASSISTANT PROFESSOR: N.J. Duff

PHILOSOPHY

Introductory Level Class

PH01 PHILOSOPHY OF RELIGION

An introduction to philosophical reflection on religion by a study of the relation of faith to reason, the traditional arguments for God's existence, the meaning of religious beliefs, and the problem of evil. There will be an emphasis on recent developments. Three credits.

First Semester, 1991-92

Mr. Allen

Multi-Program Classes

PH11 THE CONCEPT OF LOVE FROM PLATO TO THE PRESENT

A survey of the major philosophical and theological theories concerning the nature and significance of love. Such questions as the distinctiveness of Christian love, the nature of friendship, and the possibility of escape from egotism will be considered. Besides such major figures as Plato, Augustine, and Dante, the recent controversy initiated by Nygren's *Agape and Eros* will be of particular concern. Prerequisite: a course in doctrinal theology or philosophy on either the collegiate or the seminary level. Three credits.

First Semester, 1991-92

Mr. Allen

PH12 PHILOSOPHY OF EDUCATION

A critical examination of major philosophical traditions and their educational implications. Idealism, realism, Neo-Thomism, experimentalism, existentialism, and lin-

‡ On leave both semesters 1990-91.

guistic analysis are studied and their contemporary significance for educational practice ascertained. Emphasis is placed upon enabling the student to utilize philosophical perspectives in the analysis, evaluation, and construction of Christian education theory. Same as course ED11. Three credits.

Second Semester, 1990-91

Mr. Loder

PH15 PLATO AND HIS INFLUENCE ON CHRISTIANITY

A study of selected works in Plato's corpus, especially the Republic and Timaeus, with a view to exhibiting the influence of his understanding of the human pilgrimage from illusion to reality on Christian spirituality and doctrinal theology. A contrast to relevant Aristotelian material will be made. Three credits.

Second Semester, 1991-92

Mr. Allen

PH21 THE THEOLOGY OF AUSTIN FARRER

The works of Farrer will be approached from several perspectives: first, as concerned with the philosophic, theological, and biblical problems in our claims to knowledge of God; second, as concerned with the relevance of intellectual inquiry for a life of devotion; third, as a preacher; and fourth, as a creator of a twentieth-century Anglican "middle way." Qualifies as a second course in theology for M.Div. candidates. Three credits.

Second Semester, 1990-91

Mr. Allen

PH27 SPIRITUAL THEOLOGY

The nature of spirituality and its relation to doctrinal theology, particularly to questions of epistemology. The role of the imagination in giving us access to religious truth. The motivation, paths, and goals of the Christian pilgrimage will be treated primarily by a study of George Herbert's *The Temple*, T. S. Eliot's *Four Quartets*, and the anonymous work, *The Cloud of Unknowing*. Three credits.

Second Semester, 1991-92

Mr. Allen

PH31 THE PHILOSOPHY OF KANT

A close study of the *Critique of Pure Reason* and *Religion Within the Limits of Reason Alone*, together with other relevant Kantian works which bear on the meaning and truth of religious beliefs. Prerequisites: two courses in philosophy or doctrinal theology, on either the collegiate or the seminary level. Three credits.

First Semester, 1990-91

Messrs. Allen and Seban

PH32 THE THEOLOGY OF SIMONE WEIL

A study of the spirituality, social philosophy, and philosophical theology of Simone Weil. Emphasis will be placed on the mutual relation of the individual to the community and the distinctively Christian motivation, manner, and aim of social action. Qualifies as a second course in theology for M.Div. candidates. Three credits.

First Semester, 1990-91

Mr. Allen

DOCTRINAL THEOLOGY

Introductory Level Class

TH01 INTRODUCTION TO THEOLOGY

The nature of doctrinal theology; the needs of Christian faith and life that prompt theological reflection and formulation; theology in the service of the church and its mission today; the authority of Scripture; the meaning of revelation; the centrality of Jesus Christ as reflected in the basic Christian affirmations. Three credits.

First Semester, 1990-91

Messrs. Lee and Willis-Watkins

Second Semester, 1990-91

Mr. Taylor

Multi-Program Classes

TH11 THE DOCTRINE OF GOD

The mystery and self-revelation of God; the tension between the biblical understanding of God and classical philosophical conceptions; the attributes of God; the doctrine of the Trinity; the inseparability of knowledge of God and knowledge of ourselves. Qualifies as a second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Migliore

TH13 THE PERSON AND WORK OF THE SPIRIT

Study of the creative, freeing, and sanctifying experience of the Spirit. Critical reconsideration of grace and human potentiality, of the criteria for judging the spirits, and of ordering diverse gifts for the church's worship and mission. Qualifies as second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Willis-Watkins

TH15 PROVIDENCE AND EVIL

The meaning of God's providence in history, especially as it bears upon the problem of evil and suffering. This question will be explored in dialogue with such figures as Calvin, Edwards, Moltmann, Gilkey, and David Griffin. Qualifies as a second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Lee

TH20 THE CHRISTIAN LIFE

The dynamics of justification and sanctification, and their outworkings in societal, ecclesial, and personal lives. Special attention to psalmody, prayer and the third use of the law for contemporary movements of freedom and empowerment. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Willis-Watkins

TH24 MINISTRY, WORD, AND SACRAMENT

The calling and sending of the church in contemporary society; the ministry of the whole people of God and ordination to the special ministry of word and sacrament; theological foundations of proclamation, baptism, and the Lord's Supper; emergent

ecumenical agreements and continuing differences of theologies and practices of ministry and sacraments. Qualifies as second course in theology for M.Div. candidates. Same as course EC15. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Willis-Watkins

TH25 THEOLOGY OF THE PRESBYTERIAN BOOK OF CONFESSIONS

A study of the nature of the theology and hermeneutics of the confessing church. Examination of the relation between the contexts and contents of faith stances. Comparison with recent confessions, especially of Third World churches. Requirements to aid in formulation of believer's personal statement of faith. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. Willis-Watkins

TH27 CONTEMPORARY HERMENEUTICS IN THEOLOGY

An introductory analysis of hermeneutical theory in current Christian theology, primarily as theology has been influenced by the works of Hans-Georg Gadamer and Paul Ricoeur. A survey of the main types of hermeneutical influence on theology as evident in the thought of contemporary Christian theologians David Tracy, Gordon Kaufman, and Edward Farley. Dual focus on Gadamer's and Ricoeur's dependence upon Christian theological tradition (particularly on Augustine, Luther, and Schleiermacher), and their own critical extensions of that tradition. Prerequisite: course TH01. Three credits.

First Semester, 1990-91

Mr. Taylor

TH35 THE THEOLOGY OF CALVIN

The sources and development of Calvin's theology in its historical context and its contemporary significance. Readings in the Institutes, commentaries, and treatises. Qualifies as second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. Willis-Watkins

TH37 THE THEOLOGY OF FRIEDRICH SCHLEIERMACHER

A study of Schleiermacher's theology and influence on nineteenth- and twentieth-century theology. Critical reading of his sermons as Reformed pastor, his *Speeches* to religion's "cultured despisers," and his theological system in *The Christian Faith*. Special attention given to contemporary uses of Schleiermacher and to his social and political context in nineteenth-century Germany through which he influenced the theological writings of Hegel, Biedermann, Ritschl, Hermann, and Troeltsch. Qualifies as second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. Taylor

TH40 THE THEOLOGY OF KARL BARTH

A critical study of the basic themes of Barth's theology; his attack on "religion" and "natural theology"; his christocentric interpretation of the Bible and reconstruction of church doctrines; his description of Christian life as the practice of the freedom of

the gospel. Qualifies as a second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Migliore

TH42 PREACHING AS "WORD OF GOD"

An examination of the confessional claim that the preaching of the word of God is the word of God, as refracted in representative writings of Barth, Bultmann, and Ebeling. Attention to recent reformulations and criticisms of this claim in selected theologies of liberation and promissory narration. Same as course PR40. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. Kay

TH45 THE THEOLOGIAN AS PREACHER

A study of the main themes and methods of representative theologians when seen from an examination of their preaching. Attention will be given to the ways existential questions of their contexts are related to their interpretation of texts and theologies of proclamation. Theologians primarily considered will be Chrysostom, Luther, Tillich, Bultmann, Barth, and Boesak. Same as course PR45. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Willis-Watkins

TH51 THEOLOGIES OF MARGINAL AND OPPRESSED PEOPLES

A critical study of selected readings from the African and African American, Asian and Asian American, feminist and womanist, and Latin American theologies. One objective of the course will be to facilitate intercultural/interracial dialogue. Same as course ET50. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Messrs. Lee and Paris

TH52 ASIAN AMERICAN THEOLOGY

An analysis of various theological reflections emerging out of Asian American contexts. Special attention will be given to the biblical and theological interpretations of such themes as wilderness, exile, and sojourning, as well as their implications for an Asian American understanding of faith, discipleship, and the church. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Lee

TH53 CONTEMPORARY FEMINIST THEOLOGIES

A study of diverse Christian feminist theologies in North America in relation to theologies emergent in international women's movements. Special focus on the constructive efforts of African American, Asian American, and Hispanic women in relation to the systematic reformulations of Ruether, McFague, E. Schussler Fiorenza, Chopp, C. Heyward, and Brock. Also provides an introductory survey of linguistic, psychological, and anthropological theories of gender systems which inform feminist theologies. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Taylor

TH62 THEOLOGICAL INTERPRETATION FOR CONTEMPORARY PREACHING

A study and analysis of preaching as a theological act. Attention will be given to the

preacher's theological interpretation of culture, church, and text, and to its impact on the style and content of preaching. The preacher's theological interpretation will be explored in relation to classical theological traditions and recent contextual and liberation theology. Student sermons will be presented and discussed theologically. Same as course PR62. Prerequisites: courses TH01 and PR02. Three credits.

First Semester, 1990-91

Mr. Taylor and Ms. Smith

HISTORY OF CHRISTIAN DOCTRINE

Multi-Program Classes

HD01 MAIN THEMES OF CHRISTIAN DOCTRINE

A close examination of the historical development of the main themes of Christian thought and doctrine from the formative stage in the east to the pre-Reformation era in the west. Lectures, readings in primary sources, discussions, class projects dealing with the problem of doctrinal development in modern theologians. Same as course CH11. Prerequisite: course CH01. Three credits.

Second Semester, 1990-91

Mr. Froehlich

HD15 AUGUSTINE OF HIPPO

An introduction to the life and times, the writings, and the thought of Augustine. Major emphasis on readings from Augustine's works in English translation. Semester project will focus on those aspects of Augustine's theology that had a lasting impact on later Christianity. Same as course CH20. Qualifies as second course in theology for M.Div. candidates. Prerequisite: course CH01. Three credits.

Second Semester, 1990-91

Mr. Froehlich

HD16 THOMAS AQUINAS

A course designed to acquaint the student with the life, the writings, and the thought of the great scholastic theologian. Introductory lectures, readings in English translation, discussions. Emphasis on theological method, ethics, and the sacraments. Same as course CH23. Qualifies as second course in theology for M.Div. candidates. Prerequisite: course CH01. Three credits.

First Semester, 1990-91

Mr. Froehlich

HD21 THE THEOLOGY OF LUTHER

An exploration of the development of Luther's theology, based on readings from biblical commentaries, the catechisms, and a variety of theological treatises. Same as course CH31. Prerequisite: course CH01. Three credits.

Second Semester, 1991-92

Ms. Douglass

HD28 PRESBYTERIAN HISTORY AND THEOLOGY

The history of Reformed theology and institutions oriented toward the understanding of Presbyterianism in twentieth-century America. The Presbyterian *Book of Confessions* will be viewed both historically and as a guide and resource for contemporary theology and preaching. Lectures, readings, preceptorial sections. Ordinarily

taken by students in middle or senior year. Same as course CH48. Three credits.

Second Semester, 1991-92

Ms. Douglass

HD43 CHURCH AND THEOLOGY IN GERMANY BETWEEN THE WORLD WARS
Two decades to find an impossible path: the story of the struggle of churches and theologians with or against rising ideologies (communism, nazism). A historical approach to the conflicting encounter of old and new movements: liberalism, history of religion school, religious socialism, new Lutheranism, and the dialectical school. An analysis of the rise and development of the German Church Struggle (Kirchenkampf), with special emphasis on the German Christian Movement, Barmen, and the Confessional Church. Same as course CH43. Three credits.

First Semester, 1990-91

Mr. Seban

CHRISTIAN ETHICS

Multi-Program Classes

ET02 TYPES OF CHRISTIAN ETHICS

This course has four parts. (1) "Ethics and Ideology" explores the impact of ideology on all approaches to ethics. (2) "Types of Christian Ethics" explores five major types of ethics: Utilitarian, Deontological, Contextual, Liberation, and Roman Catholic. (3) "Sources of Christian Ethics" explores the use of the Bible, Christian Doctrine, Reason, etc. as sources for Christian ethics. (4) The course will conclude with the examination of a particular moral issue, e.g., abortion, capital punishment, divestment, etc. Prerequisite: course TH01. Three credits.

First Semester, 1990-91

Ms. Duff

ET07 CHRISTIAN THINKING ABOUT MORAL DECISION

A basic introduction to the prominent types of Christian thought about moral problems (e.g., Christian realism, Christian contextualism, Christian virtue, Christian rights and principles, Christian liberation). Readings will focus on twentieth-century Christian ethicists, and throughout the course attention will be given to such important social problems as racism and apartheid, abortion, poverty, and war. Prerequisite: course TH01. Three credits.

First Semester, 1990-91

Mr. Paris

ET08 AFRICAN AND AFRICAN AMERICAN THEOLOGIES

A basic introduction to African and African American theologies and their implications for ethics in ministry, both within their own respective contexts and in the Christian community at large. Prerequisite: course TH01. Three credits.

First Semester, 1990-91

Mr. Paris

ET22 POLITICS, POWER, AND PEACE

Study of the political dimension of human life with special reference to the problem of political power and the achievement of justice and peace. The role and function of government; Christian participation in the political process. The nature of justice

and law; the relation of divine to human law. The responsible use and control of power; Christian and civil liberty; the duty of resistance, civil disobedience, or revolution, and its limits. The relation of church and state. War and peace and the responsibility of peacemaking on the world scene. Prerequisite: course TH01. Three credits.

First Semester, 1990-91

Mr. West

ET23 ETHICS AND PUBLIC POLICY

A critical analysis of the task of the religious social ethicist in constructing arguments relative to public policy. Focus on contemporary ethicists and the nature of their commitments to such issues as social science, democratic socialism, democratic liberalism, voluntary associations, private and public interests, social justice, free enterprise, and social change. Evaluation of the moral problems attending those value commitments and their implications for good public policy. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. Paris

ET24 ETHICS AND POLITICS IN THE BLACK COMMUNITY

A critical analysis of ethics and politics in the black community from 1890 to the present, focusing on styles of leadership and their corresponding theories, forms of ethical thought, and the relation of religion and politics. Study of such prominent leaders as Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Mary McLeod Bethune, A. Philip Randolph, Malcolm X, Martin Luther King, Jr., Jesse Jackson, and several contemporary congressional leaders. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Paris

ET29 CHRISTIAN VOCATION AND PROBLEMS REGARDING WORK IN THE U.S.

The Reformed understanding of vocation will be employed in the examination of such issues as the Protestant work ethic, the effect of work-practices on the family, unemployment, Mexican-American border industries, the Christian and military jobs, work and economics, and business ethics. Some attention will be given to the series of General Assembly papers regarding these issues. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Ms. Duff

ET31 THEOLOGIES AND IDEOLOGIES OF SOCIAL CHANGE

Subjects to be considered include the relation of eschatology to ethics and Christian thought; Christian hope and secular hopes for human society; the interaction of theology with major ideologies of social change (revolutionary, reformist, and progressive); Marxism; economic individualism; liberation theology; the eschatological tradition in reformed and radical Protestantism. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. West

ET33 THE ETHICS OF MARTIN LUTHER KING, JR.

A critical analysis of the prophetic thought and public action of Martin Luther King, Jr., in order to discern their implications for Christian ministry in our day. Special attention will be given to his understanding of the Divine/Human, Church/State, Word/World, Love/Justice, Freedom/Hope relationships. Students will be encouraged to make relevant comparisons with their respective denominational teachings. Qualifies as second course in theology for M.Div. candidates. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Paris

ET34 THE THEOLOGY AND ETHICS OF JAMES CONE

The course will examine the theology and ethics of James Cone in historical sequence from 1969 to the present. His work will be read against the backdrop of movements for racial justice in the U.S. The course will also focus on how Cone's thought has changed and developed as well as on what Black liberation theology and ethics have to say to the Church today. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Ms. Duff

ET38 WORSHIP AND ETHICS

Each aspect of the liturgy (praise, hymns, prayer of confession, proclamation, baptism, communion, Lord's prayer, etc.) will be presented as a source of Christian identity and, therefore, as a source of Christian moral action. Issues such as hunger, taking care of the world's children, Christian vs. national identities, pacifism, etc. will be examined; as will the ecumenical and liturgical renewal movements. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Ms. Duff

ET39 ETHICS OF CREATION

The course will examine themes from the two creation stories in Genesis in order to discuss contemporary issues regarding creation. Theological affirmations regarding the image of God, orders of creation, the doctrine of sin, dominion, and theodicy will be used to explore such issues as those surrounding marriage and the family, animal rights, ecology, political and social evil. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Ms. Duff

ET41 THE VOLUNTARY PRINCIPLE IN AMERICAN RELIGIOUS LIFE

An inquiry into the social and religious meaning of the voluntary principle in America and its implications for diversity and unity, social change and social conservatism, private interests and the common good, theories of church and state. Students will be required to analyze critically some particular organization or institution in order to assess the function of the voluntary principle therein. Prerequisite: course TH01. Three credits.

First Semester, 1991-92

Mr. Paris

ET45 THE SOCIAL MISSION OF THE CHRISTIAN CHURCH

The evangelistic and the social witness of the church in the world. The relation

between Christian mission and Christian service; between social ethics as a discipline and confession of faith; between evangelism, church building, and service in the world are among the issues to be explored. Ecumenical, Roman Catholic, and conservative evangelical contributions to the subject will be examined. Same as course EC45. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. West

ET46 ISSUES IN MEDICAL ETHICS

Issues in medical ethics will be examined under three major headings: (1) Relationship between theology and medicine (examining theological and medical understandings of illness and health). (2) Christian view of children and the family (*in vitro* fertilization, surrogate motherhood, abortion). (3) Christian understanding of the end of life (care for the elderly, euthanasia). Also studied will be such topics as distribution of health care, medical insurance, and care for the mentally disabled. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Ms. Duff

ET48 ISSUES IN HUMAN SEXUALITY

The course will examine biblical, historical, and contemporary Christian views of human sexuality in relation to such topics as masculine and feminine spirituality, procreation, marriage, homosexuality, single life, incest, rape, pornography and sex education. Prerequisite: course TH01. Three credits.

First Semester, 1990-91

Ms. Duff

ET50 THEOLOGIES OF MARGINAL AND OPPRESSED PEOPLES

A critical study of selected readings from the African and African American, Asian and Asian American, feminist and womanist, and Latin American theologies. One objective of the course will be to facilitate intercultural/interracial dialogue. Same as course TH51. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Messrs. Paris and Lee

PH.D. SEMINARS

These classes are designed for and normally restricted to candidates for the Ph.D. degree. Exceptions, never to constitute the majority of a class, may be made only where the student demonstrates a command of the scholarly tools ordinarily necessary for doctoral work. Any person not a doctoral candidate at Princeton Seminary or University who wishes to enroll in one of these seminars must submit an *Application to Enroll in a Ph.D. Seminar* (obtained from the Office of the Registrar) signed by the professor with his or her registration.

DS41 PATRISTIC THEOLOGICAL LITERATURE

Topic of the seminar: Paschal Homilies and Hymns in the Early Church. Same as course DS21. Three credits.

Second Semester, 1990-91

Ms. McVey

DS42 MEDIEVAL THEOLOGICAL LITERATURE

Topic of the seminar to be announced. Same as course DS22. Three credits.

Second Semester, 1991-92

Mr. Froehlich

DS43 REFORMATION RESEARCH

Topic of the seminar: John Calvin. Same as course DS25. Three credits.

Second Semester, 1990-91

Ms. Douglass

DS46 PHILOSOPHY IN THE ENLIGHTENMENT: FAITH AND REASON

The problems of the extent and nature of knowledge, the nature of mind, and the nature of faith will be explored by a reading of some philosophers falling within the period from Descartes to Kant. Three credits.

Second Semester, 1990-91

Mr. Allen

DS52 CALVIN SEMINAR: REFORM OF THE CHURCH

Special attention given this term to the Tracts and Treatises. Three credits.

First Semester, 1990-91

Mr. Willis-Warkins

DS53 BARTH'S CHURCH DOGMATICS

Studies in Barth's doctrine of the trinity: its initial formulations in the Gottingen lectures (1924) and its subsequent development in the *Church Dogmatics*; the relation of Barth's teaching to classical trinitarian doctrine; critical responses to Barth's trinitarianism in recent theology (e.g., J. Moltmann, W. Pannenberg). Three credits.

First Semester, 1991-92

Mr. Migliore

DS54 THE PHILOSOPHICAL THEOLOGY OF JONATHAN EDWARDS

Critical analysis of Edwards' reshaping of the western philosophical and theological tradition in light of Lockean empiricism and Newtonian science. Edwards' thought will be compared and contrasted with various developments in recent theology, e.g., process theology, eschatologically oriented theologies, and theories of the role of imagination in revelation and hermeneutics. Three credits.

First Semester, 1990-91

Mr. Lee

DS56 THEORY AND PRAXIS IN THEOLOGY

Centering on the theme of relating theory to practice in theology, this seminar undertakes critical analysis of contemporary theological methods as informed not only by classical norms but also by perspectives from post-modernism, hermeneutical phenomenology, post-liberalism, feminist theory, critical theory, political and liberation thought, and deconstructionism. Three credits.

First Semester, 1991-92

Mr. Taylor

DS57 CONTEMPORARY CHRISTIAN ETHICS

A critical analysis of significant contemporary Christian ethicists in order to grasp the salient methodological issues relative to theology, social justice, and public advocacy. The course will include selected readings from Paul Tillich, Reinhold Niebuhr, H. Richard Niebuhr, James Gustafson, Martin Luther King, Jr., liberation and feminist thought, and papal encyclicals. Three credits.

Second Semester, 1991-92

Mr. Paris

DS58 HISTORICAL STUDIES IN ETHICS

Readings in the ethics of the major theologians of the church from biblical times to the present, with some attention to philosophers who have contributed to or challenged Christian thought. Special focus will be on the interaction between philosophical or theological truth claims and moral obligation. Three credits.

First Semester, 1990-91

Mr. West

DS63 PAUL LEHMANN AND CONTEXTUAL ETHICS

The work of Paul Lehmann will be used to examine the following methodological issues in Christian ethics: context vs. principles, the use of the Bible, the role of story, and the significance of apocalyptic for Christian ethics. How these methodological issues inform Lehmann's stance on particular moral issues such as revolutionary violence and abortion will be examined throughout the course. Three credits.

First Semester, 1991-92

Ms. Duff



Practical Theology ~

PROFESSORS: ‡W.J. Beeners, *D.E. Capps, F.A. Gardner, J.N. Laplsey, Jr., J.E. Loder, T.G. Long (Chair), C.H. Massa

ASSOCIATE PROFESSORS: G.W. Hanson, R.R. Osmer

ASSISTANT PROFESSORS: ‡C.C. Neuger, C.M. Smith

INSTRUCTOR: J.F. Kay

LECTURERS: W. Brower, G.R. Jacks, J.R. Nichols, D.A. Weadon

VISITING LECTURERS: L. Aden, W. Chapman, M. DeLapp, R.L. Flaughner, G.A. Forehand, P.J. Holliman, H.T. Kerr, S. Laeuchli, I.S. Lee (1991-92), W.H. Levering, G.L. Marco, E. Rothchild, R.T. Stevens, D.J. Tracy, W.D. Watley, R.J. Williams, S.G. Willis-Watkins

CLINICAL SUPERVISOR: J. deVelder

CHURCH ADMINISTRATION

Multi-Program Classes

AD41 INTRODUCTION TO ADMINISTRATIVE MINISTRY

The theology and practice of administration in the church: the church as an organization and the nature of organizations; the leader's faith and caring, authority and style; the processes of communication, decision-making, and planning; change and conflict; personnel practices, delegation, supervision, appraisal; meetings and small groups. Readings, lectures, cases, projects, and exercises. Three credits.

First Semester, 1990-91

Mr. Hanson

First Semester, 1991-92

AD44 STYLES OF PASTORAL LEADERSHIP

Designed to equip participants to devise and utilize their own competent professional model of pastoral administrative leadership, responsible to theological and behavioral factors. Traditional theories of organization and leadership are presented and criti-

* On leave first semester 1990-91.

‡ On leave both semesters 1990-91.

cized. The church as a voluntary organization with internal and external concerns, and ministry as leadership within that context. Course designed for persons with current or recent administrative experience in a church setting; others with the permission of the instructor. Course designed for ThMs and seniors concentrating in church administration; others with the permission of the instructor. Three credits.

By special arrangement

Mr. Hanson

AD46 PLANNING FOR CHANGE

A preliminary examination of administrative ministry in planning situations. Emphasis placed on planning for organizational change. Behavioral and theological analysis of perceptions of change and continuity and of planning strategies. Course designed for ThMs and seniors concentrating in church administration; others with the permission of the instructor. Three credits.

By special arrangement

Mr. Hanson

AD47 CONFLICT DYNAMICS IN PASTORAL MINISTRY

An examination of the ways and areas in which conflict arises in pastoral ministry. Theories of conflict and models of its utilization or resolution will be presented and criticized with a view to the student's developing a facility in constructing professionally competent and personally viable models for conflict confrontation. Lectures, role-playing, and case studies are used as teaching-learning techniques. Course designed for ThMs and seniors concentrating in church administration; others with the permission of the instructor. Three credits.

By special arrangement

Mr. Hanson

AD48 MODELS OF DECISION-MAKING

An examination of the confrontation of optionality and chance in pastoral ministry. Techniques of decision-making in problem solving and planning will be presented and criticized with a view to the student's developing a facility in constructing professionally competent and personally viable models for ministerial use. Lectures, role-playing, and case studies are used as teaching-learning techniques. Course designed for ThMs and seniors concentrating in church administration; others with the permission of the instructor. Three credits.

By special arrangement

Mr. Hanson

AD55 THE CONGREGATION AS A COMPLEX ORGANIZATION

An examination of the options available, from theological and behavioral perspectives, for the analysis of the structure and dynamics of church organizations. Attention given to remedial leadership suggested by various options. Max Weber, Avery Dulles, Thomas O'Meara, Bruce Reed, classical organization theory, social-exchange systems theory, structural-function systems theory, etc. Course designed for ThMs and seniors concentrating in church administration; others with the permission of the instructor. Three credits.

By special arrangement

Mr. Hanson

CHURCH MUSIC

Multi-Program Classes

MU05 CHURCH MUSIC

The effect of ecumenism on music and worship; creative use of the Psalms, musical settings for communion, new hymns, and the use of hymnals and supplements. An exploration of contemporary journals and historical resources. The minister's role in fostering congregational involvement in church music. One credit.

First Semester, 1990-91

Mr. Weadon

MU12 CHAPEL CHOIR

A study of choral and liturgical music of the church, vocal production, and general musicianship. Regular singing in worship of the seminary community and special musical programs. Open by audition only. One credit each semester.

Both Semesters, 1990-91

Mr. Weadon

MU20 HYMNODY

A historic examination of hymnody; the texts, tunes, and the people who wrote them. Student presentations of seminar topics related to the hymn writers, their texts, and the theological positions they represent. Lectures will feature the relationship of music history to hymnody. Performing competency in music is not required. Limited to fifteen students; preference given to those closest to graduation. Three credits.

Second Semester, 1990-91

Mr. Weadon

MU31 THE ARTS IN THE SERVICE OF THE CHURCH

Studies in the fields of aesthetics, the arts, dramatic theory, theology, and education, focusing upon the church; projects in the arts as used in education and in worship. Same as course PR76 and SP61. Prerequisite: course SP02. Three credits.

Second Semester, 1991-92

Messrs. Weadon and Jacks

CHRISTIAN EDUCATION

Basic M.Div. and M.A. Classes

ED01 INTRODUCTION TO CHRISTIAN EDUCATION

Christian education as an aspect of the whole ministry of the congregation and its leaders. Major attention given to Christian education theory where biblical, theological, philosophical, and social scientific insights are integrated to guide educational judgments and practice. Each student works out a personal theory. Designed as a basic elective in Christian education for M.Div. candidates; required of candidates for religious education degrees. Three credits.

First Semester, 1990-91

Christian Education Staff

ED05 THE EDUCATIONAL MINISTRY

Foundations, theories, and practice of Christian education as an aspect of ministry within and beyond the parish setting. Emphasis on the correlation of biblical, theological, and philosophical foundations with the human sciences in formulation of theory and guidance of practice. Major theoretical positions in the field are reviewed and examined, alternatives developed, and contemporary issues (e.g., confirmation, role of worship, religion in the public schools) explored. Designed as a basic elective in Christian education for M.Div. candidates. Three credits.

Second Semester, 1990-91

Mr. Loder

Foundations of Education

ED11 PHILOSOPHY OF EDUCATION

A critical examination of major philosophical traditions and their educational implications. Idealism, realism, Neo-Thomism, experimentalism, existentialism, and linguistic analysis are studied and their contemporary significance for educational practice ascertained. Emphasis is placed upon enabling the student to utilize philosophical perspectives in the analysis, evaluation, and construction of Christian education theory. Same as course PH12. Three credits.

Second Semester, 1990-91

Mr. Loder

ED15 EDUCATIONAL PSYCHOLOGY

The psychological dimensions of Christian education. Several theoretical models in the behavioral sciences are employed to investigate those aspects of personality which are most significant for the educator. Studies of motivation and learning in human development lead into (a) analyses of heredity, environment, sensation, attention and interest, perception, memory, cognition, thought, imagination, intelligence, creativity, life style, and individual differences, and into (b) theological interpretations of psychological influences upon the education of the individual. Three credits.

First Semester 1991-92

Christian Education Staff

ED16 DEVELOPMENTAL PSYCHOLOGY

The psychological interpretation of human development in our culture; the needs and varieties of experience of the child, youth, and adult, with an emphasis upon moral and religious development through the life span; implications of this study for the minister or Christian educator in understanding the persons with whom he or she works. Three credits.

First Semester, 1990-91

Mr. Loder

ED20 SOCIOCULTURAL FOUNDATIONS OF CHRISTIAN EDUCATION

A study of social and cultural structures and dynamics involved in and affecting the church's educational ministry. Particular attention will be given to understanding the congregation, from sociological, anthropological, and theological perspectives, as a context for Christian formation. Attention also will be given to the family and

to American social and political institutions as educational forces and as concerns for Christian education. Three credits.

Second Semester, 1990-91

Christian Education Staff

ED23 SOCIAL AND CULTURAL FOUNDATIONS OF CHRISTIAN
EDUCATION IN THE ASIAN AMERICAN COMMUNITY

Identification and analysis of the social and cultural factors influencing the experience of Asian American churches. Stages in identity formation process for multi-sociocultural individuals. Community exploration on critical issues relevant for the educational ministry. Three credits.

1991-92

Functions and Levels of Christian Education

ED30 CURRICULUM AND METHOD IN CHRISTIAN EDUCATION

Curriculum as a systematic plan for educational ministry. Attention to principles for the design, analysis, and evaluation of curriculum, and to teaching-learning processes and appropriate methods for various educational purposes and contexts. Workshop format. Three credits.

First Semester 1990-91

Mr. Tracy

ED31 ADMINISTRATION OF CHRISTIAN EDUCATION

Administration as a ministry which enables the church to fulfill its teaching ministry. Consideration of church as social institution and as body of Christ. Planning, organization, management, and supervision will be studied in light of existing church polity and changing needs within the church. Three credits.

First Semester, 1990-91

Ms. Gardner

ED34 ACTIVITIES OF TEACHING

A study of teaching as an act of ministry from theological, ethical, educational, social, and political perspectives. Exploration of models of teaching and of the activities of teaching will focus on the ways teachers plan, organize, relate to learners, maintain the learning environment and experience consonant with the working of the Holy Spirit, work cooperatively with other teachers, and continue to grow as learners themselves. Three credits.

First Semester, 1991-92

Ms. Gardner

ED36 TEACHING THE BIBLE AS LIBERATING WORD

The Bible as shaper of Christian identity. Focus on its role in reinforcing and contradicting our understanding of what it is to be female and male in God's image. Structuring teaching-learning experiences in which the liberating word addresses issues of sexism. Same as course OT43. Prerequisite: course OT01. Three credits.

Second Semester, 1990-91

Ms. Gardner and Ms. Sakenfeld

ED38 DRAMA IN WORSHIP AND EDUCATION

The use of drama within the life of the church. Critique of learning through participant and audience involvement. Analysis and in-class performance of plays and other

dramatic materials. Development of standards and resources for church drama groups of all ages. Prerequisite: course SP02. Limited to twenty-five students. Same as course SP60. Three credits.

Second Semester, 1990-91

Ms. Gardner and Mr. Jacks

ED41 THE CHRISTIAN EDUCATION OF ADULTS

A study of the adult years and experiences. Evaluation of the needs, opportunities, and resources for continuing education of adults in Christian faith and life. Exploration of issues relating socialization and theological perspectives to young-middle-elderly adults, single people, parents, and handicapped persons. Three credits.

First Semester, 1991-92

Ms. Gardner

ED42 THE CHRISTIAN EDUCATION OF YOUTH

A study of the adolescent years, the youth culture, and the church's ministry with youth. Exploration of philosophy, objectives, curriculum, and leadership. Special attention to evaluation of current means of nurture within the church and witness in the world, and to a survey of new trends developing interdenominationally. Three credits.

First Semester, 1991-92

Christian Education Staff

ED43 THE CHRISTIAN EDUCATION OF CHILDREN

A study of the growth of the child and the familial, social, educational, and church contexts in which growth and development occur. Examination of existing programs of education, in church, home, and school; implications for moral and religious growth in new trends in education. Opportunity for individual study in areas of special interest. Three credits.

First Semester, 1990-91

Ms. Gardner

ED44 EDUCATIONAL MINISTRY AND THE FAMILY

Focus on the family as the content of educational ministry, the context of educational ministry, and the catalyst for change, not only in the church's ministry but in the wider society. Examination and creation of alternate or complementary models for family ministry, drawing on theological, pedagogical, sociological, and political sources. Opportunity for special attention to particular and specific family settings. Three credits.

Second Semester, 1991-92

Ms. Gardner

ED45 EDUCATIONAL MINISTRY AND THE ELDERLY

A study of the elderly and the implications of their particular needs and opportunities for the shaping of educational ministry. Examination of theological, biblical, and educational resources appropriate to the experiences of the elderly which will support and encourage their continuing growth and ministries. Three credits.

Second Semester, 1991-92

Ms. Gardner

ED46 CHRISTIAN HIGHER EDUCATION

The character of the campus ministry, with specific discussion of contemporary problems encountered. The history of the development of American higher education,

with special attention to church-related colleges. The faith-culture issue as evidenced in the church-university involvement.

Second Semester, 1990-91

Mr. DeLapp

ED56 INTRODUCTORY STUDY PROGRAM IN CHRISTIAN EDUCATION

An introduction to theory and practice through a guided and prescribed independent study program. One credit.

Both Semesters, 1990-91

Ms. Gardner

Program in Social and Educational Research, Measurement, and Evaluation

This program, which draws upon the facilities of Princeton Theological Seminary and the Educational Testing Service of Princeton, New Jersey, is designed to prepare Christian educators and others to use established methods of research and measurement in the solution of problems in Christian education and social research in religion. It is flexible enough to meet the needs of those who desire a general acquaintance with the methods of research and evaluation sufficient to read and understand relevant research literature and of those who wish to conduct research and evaluation studies and to build the instruments to be used in such studies. In addition to the other catalogued courses in Christian education, theology and personality, and Christianity and society, the following offerings are available for qualified applicants.

ED71 INTERPRETING SOCIAL AND EDUCATIONAL RESEARCH

An introduction to the place of statistical and logical concepts in the solution of problems in Christian education and social research in religion. The emphasis is on understanding and evaluating the research of others rather than on skills in original research. Basic concepts include sampling, statistical significance, survey methods, and problem analysis. Three credits.

First Semester, 1990-91

Mr. Forehand

ED72 DESIGNING SOCIAL AND EDUCATIONAL RESEARCH

Methods of collecting, organizing, and interpreting evidence relevant to the solution of educational problems and problems in social research in religion. Principles of measurement and techniques of evaluation, including methods of test development and methods of developing other evaluative instruments, analyzing educational and religious objectives, preparing a test or research plan, writing and editing test items, and analysis of research data. The emphasis is on the development of skill in applying techniques to problems in Christian education and social research in religion. Offered if enrollment warrants. Prerequisite: course ED71 or its equivalent. Three credits.

Second Semester, 1990-91

Mr. Flaughter

ED73 SOCIAL AND EDUCATIONAL STATISTICS

A more advanced course in social and educational statistics, building on the statistics dealt with in prerequisite course ED71. May be taken concurrently with ED72 as a

tutorial or tool subject. Offered if enrollment warrants. Registration by special arrangement with the instructor. Three credits.

Second Semester, 1990-91

Mr. Marco

ED74 INTERNSHIP IN SOCIAL AND EDUCATIONAL RESEARCH,
MEASUREMENT, AND EVALUATION

Available to one or two selected students each year. The applicant must have completed the courses indicated above and must present evidence of being prepared to profit from experience at the Educational Testing Service. A specific project, a plan of study, or arrangements to participate in some ongoing project at the Educational Testing Service ordinarily constitutes such evidence. It is expected that each applicant will have an opportunity to discuss the plan with one or more members of the Educational Testing Service staff prior to its formal presentation. At the time of acceptance, the intern is assigned to an Educational Testing Service staff member who serves as adviser during the period of internship. The adviser is available for consultation, but the intern is expected to take the initiative in planning and pursuing the studies, calling on the adviser for assistance in drawing upon the resources available at the institution in relation to specific problems as they arise. Ordinarily, an internship involves full-time work and study at the Educational Testing Service for a period of six weeks during the summer or an equivalent amount of time over a semester. Persons interested in academic credit for the internship should consult with Ms. Gardner and must declare such intention to the Registrar in advance. Three credits.

By Special Arrangement

E.T.S. Staff

Advanced Class

ED83 TRAINING IN CHRISTIANITY

An advanced seminar in philosophy of education. Critical study of the biography and major dialectical works of Kierkegaard. Implications drawn for a theology of education. Three credits.

By Special Arrangement

Mr. Loder

EVANGELISM AND PARISH MINISTRY

Polity Classes

EM01 PRESBYTERIAN CHURCH POLITY

An introduction to the theology and practice of Presbyterian polity. Lectures, class discussions, and small group work will focus on and amplify the contents of the *Book of Order*, for the purpose of helping students to apply the principles of Presbyterian polity with pastoral sensitivity. Required of all Presbyterian M.Div. and M.A. candidates. One credit.

Second Semester, 1990-91

Mr. Chapman

Second Semester, 1991-92

EM02 METHODIST CHURCH POLITY

One credit.

First Semester, 1990-91

Mr. Williams

EM05 REFORMED CHURCH POLITY AND DOCTRINE

Three credits.

1991-92

New Brunswick Seminary

EM06 UNITED CHURCH OF CHRIST POLITY

One credit.

Second Semester, 1990-91

Mr. Stevens

EM07 BAPTIST CHURCH POLITY

One credit.

Second Semester, 1990-91

Mr. England

Ministry Courses

EM71,-72 MINISTRY REFLECTION

Designed to be taken concurrently with field education in teaching churches. Students, pastors, and a faculty member analyze cases based on parish ministry experience, with attention to the relation of theology and practice. Meetings are held three times each semester for the full academic year. Course may be repeated in successive years. One credit at conclusion of spring semester.

Full Year, 1990-91

Field Education Staff

EM77 INTERNSHIP REFLECTION

Individual and group exploration of the internship or student minister experience through preparation and presentation of specific projects which focus attention on a personal-spiritual history, a developing theology, and current experience of ministry. Exposure to various styles and ministry experiences provided through group interaction with current professionals. One credit.

First Semester, 1990-91

Field Education Staff

PREACHING AND WORSHIP

Introductory Level Classes

PR01,-02 INTRODUCTION TO PREACHING

A basic course in the fundamentals of preaching and the development of the sermon. Lectures, discussion, and workshops will comprise the weekly sessions. Required of M.Div. candidates in the middle year. Prerequisite: course SP02. Two credits each semester.

Full Year, 1990-91

Departmental Staff

Full Year, 1991-92

Multi-Program Classes

PR11 THE SPIRITUAL LIFE OF THE PREACHER

The unfolding religious awareness and formation of the preacher. An examination of selected spiritual traditions, disciplines and resources in order to deepen and inform the theological content and pastoral sensitivities of preaching ministries. Student sermons will be presented. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

First Semester, 1991-92

Ms. Smith

PR22 THE BLACK PREACHING TRADITION

This course will focus on the role of the preacher and the central place of preaching in the historic black churches. The methods of several premier preachers (e.g., M. L. King, Jr., Samuel D. Proctor) will be studied. Students will be given the opportunity, through the preaching of sermons, to apply insights from the course. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

Second Semester, 1990-91

Mr. Watley

PR25 PREACHING THE PARABLES OF JESUS

A survey of recent parable interpretation, an exploration of the variety of preaching styles appropriate to the parables, and exegetical-homiletical studies of representative parables. Opportunity will be given for the writing of sermons based upon parables. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

Second Semester, 1990-91

Mr. Long

PR35 PREACHING AND STEWARDSHIP

An exploration of the theological concept of stewardship as it relates to the creation, the self, and one's possessions. Students will be challenged to consider the possibilities and responsibilities for preaching on this theme and will be given the opportunity to create and to preach sermons in the class. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

First Semester, 1990-91

Mr. Watley

PR37 PREACHING THROUGH THE LITURGICAL YEAR

A focus on the major theological themes that are foundational to the Christian year and upon their significance for preaching. Class participants will be expected to consider the interwoven quality of preaching and worship. Sermons and liturgies will be created and presented by the members of the class. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

Second Semester, 1991-92

Ms. Smith

PR39 PREACHING APOCALYPTIC TEXTS

The preparation and delivery of sermons on selected lectionary readings, examined in the light of recent biblical, theological, and homiletical treatments of eschatological and apocalyptic themes. Prerequisite: course PR01. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

First Semester, 1991-92

Mr. Kay

PR40 PREACHING AS "WORD OF GOD"

An examination of the confessional claim that the preaching of the word of God is the word of God, as refracted in representative writings of Barth, Bultmann, and Ebeling. Attention to recent reformulations and criticisms of this claim in selected theologies of liberation and promissory narration. Same as course TH42. Prerequisite: course TH01. Three credits.

Second Semester, 1990-91

Mr. Kay

PR45 THE THEOLOGIAN AS PREACHER

A study of the main themes and methods of representative theologians when seen from an examination of their preaching. Attention will be given to the ways existential questions of their contexts are related to their interpretation of texts and theologies of proclamation. Theologians primarily considered will be Chrysostom, Luther, Tillich, Bultmann, Barth, and Boesak. Same as course TH45. Prerequisite: course TH01. Three credits.

Second Semester, 1991-92

Mr. Willis-Watkins

PR51 PREACHING AND CHRISTIAN DOCTRINE

Readings and discussions focused upon three theological themes: providence, justice, and forgiveness. The contemporary pertinence of these themes will be examined, and sermons on the themes will be developed. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

First Semester, 1990-91

Mr. Long

PR52 FROM TEXT TO SERMON

This course will focus on the movement from biblical texts to sermons on those texts. Several types of text will be examined, such as historical narrative, proverb, miracle story, parable, lament, and epistle. Prerequisite: introductory course in preaching. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

Second Semester, 1990-91

Mr. Long

PR62 THEOLOGICAL INTERPRETATION FOR CONTEMPORARY PREACHING

A study and analysis of preaching as a theological act. Attention will be given to the preacher's theological interpretation of culture, church, and text, and to its impact on the style and content of preaching. The preacher's theological interpretation will be explored in relation to classical theological traditions and recent contextual and

liberation theology. Student sermons will be presented and discussed theologically. Same as course TH62. Prerequisites: courses PR02 and TH01. Three credits.

First Semester, 1990-91

Ms. Smith and Mr. Taylor

PR63 BIBLICAL PREACHING IN LIFE TRANSITIONS

Explores the role of preaching in people's life transitions and development; examines the hermeneutics, inherent in biblical ideas of transition, pilgrimage, marginality, suffering and hope as a basis for communicating the gospel in contemporary experience. Same as course NT48. Prerequisites: courses PR01 and NT01. Enrollment limited to 15 students. Three credits.

First Semester, 1991-92

Messrs. Nichols and Beker

PR64 NARRATIVE PREACHING

The preparation and delivery of narrative sermons, with attention to forms (first-person stories, slice-of-life illustrations, sermon monologues), theory (Long, Lowry, Mitchell), and writing style for oral presentation. Same as course SP64. Prerequisite: course PR02. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

First Semester, 1990-91

Messrs. Kay and Jacks

Worship

PR70 WORSHIP IN THE REFORMED TRADITION

A study of the history, theology, and practice of Christian worship, with particular attention to the Reformed tradition. The course will include studies of the Christian year, elements and orders of worship, the sacraments, funerals, weddings, and other occasional services. Three credits.

First Semester, 1990-91

Mr. Long

Second Semester, 1991-92

Mr. Kay

PR76 THE ARTS IN THE SERVICE OF THE CHURCH

Studies in the fields of aesthetics, the arts, dramatic theory, theology, and education, focusing upon the church; projects in the arts as used in education and in worship. Same as course MU31 and SP61. Prerequisite: course SP02. Three credits.

Second Semester, 1991-92

Messrs. Weadon and Jacks

PASTORAL THEOLOGY

Introductory Level Classes

PT05 INTRODUCTION TO PASTORAL CARE AND COUNSELING

An introduction to the shepherding, helping, and healing functions of the religious worker, ordained or not. The interrelationship of theory (theological and psychological) and practice is emphasized throughout. Each student prepares reports on his or

her own pastoral visitations, counseling, or contacts made in field experience. These reports are discussed analytically in class and in small groups, to the end of improved professional self-understanding as well as methods of helping. Enrollment limited to sixty-three students who are participating in some form of pastoral work such as field education churches, hospitals, and prisons. Three credits.

First Semester, 1990-91

Mr. Lapsley and Staff

Second Semester, 1990-91

Mr. Capps and Staff

PT10 GROUP DYNAMICS IN THE CHURCH

The process dynamics of both small and large group interaction as a central feature of parish life. Examination of group process and discussion of the nature and consequences of various interventions into group dynamics. Various types of groups and how they function as vehicles for pastoral care. Three credits.

Second Semester, 1991-92

Ms. Neuger

Pastoral Care and Counseling

PT14 THE BIBLICAL STORY AS THERAPY AND PLAY

Introduction to a hermeneutic method of play and to connections between exegesis and depth psychology: What happens when we approach the text with more than our intellect, when we deal with biblical stories through our inner images, associations, feelings and memories? What are the connections between hermeneutic and healing? When does the text lead to understanding? Under what circumstances can it heal? What would such healing be? Conducted as a group process, the course opens up theological and ethical issues and social concerns, as well as problems in depth psychology, therapy, group leadership and individual growth. Three credits.

First Semester, 1990-91

Mr. Laeuchli and Ms. Rothchild

PT18 PASTORAL CARE OF THE AGING

Ministry to the aging in the light of issues confronting them as a group, and in the light of diversity of life styles among them. Attention will be given to social, personal, and theological perspectives. Access to aging persons is required. Prerequisite: an introductory course in pastoral care. Three credits.

Second Semester, 1990-91

Mr. Lapsley

PT23 PASTORAL COUNSELING WITH COUPLES AND FAMILIES

An examination of the theoretical, theological, and practical aspects of pastoral counseling with families, defined broadly, using primarily a family systems perspective. Issues addressing premarital counseling, developmental and accidental crises in family life, problems in dysfunctional families and family enrichment possibilities, as well as other dimensions of pastoral counseling in families. Prerequisite: an introductory course in pastoral care or one quarter of clinical pastoral education. Three credits.

First Semester, 1990-91

Mr. Aden

PT25 A PASTORAL COUNSELING APPROACH TO DYING, DEATH, AND GRIEF

Attention to the variety of issues which affect the dying person and his or her inti-

mate relationships and community. These issues include anticipatory grief, finding meaning in the dying process, pastoral care through rituals such as the funeral, and bereavement counseling in a variety of situations. Prerequisite: an introductory course in pastoral care or one quarter of clinical pastoral education. Three credits.

Second Semester, 1991-92

Mr. Lapsley

PT32 IMAGING GOD AND SELF: IMPLICATIONS FOR SPIRITUAL GROWTH

Aspects of the relationships between imagery for God and imagery for the self from biblical, theological, and psychological perspectives. How imagery of the divine is reflected in personal and communal identity. Broader social consequences of that reflection also are addressed. Implications for pastoral counseling and other dimensions of ministry. Same as course OT42. Limited to thirty students. Prerequisites: courses PT05 and OT01. Three credits.

Second Semester, 1991-92

Ms. Neuger and Ms. Sanderson

PT37 PASTORAL CARE AND COUNSELING IN THE ASIAN AMERICAN COMMUNITY

Exploration of helping and healing ministry in the Asian American communities, based upon critical reflection on socio-cultural factors impacting the experiences of Asian Americans. Examination of the bi-cultural personality, self-image, alienation and family conflict in the multi-cultural context. Emphasis on professional self-understanding and methods of counseling, with attention to the specific ethnic nuance.

First Semester, 1991-92

Ms. I.S. Lee

Clinical Pastoral Education

The following courses have enrollment limitations. Priority is given to students for whom such work is required, and to seniors concentrating in pastoral theology. Thereafter, priority is given to students who are closest to graduation. Enrollment should be undertaken through the regular registration process, and notices of cancellation, where necessary, will be sent by a departmental representative at the earliest possible date.

PT39 CLINICAL INTRODUCTION TO PASTORAL CARE (GENERAL HOSPITAL)

Conducted at the Robert Wood Johnson University Hospital under the supervision of the staff chaplain, with seminars by medical staff and allied health personnel. The course provides an opportunity to do pastoral work with persons in crises and to relate the experiences and meanings of suffering and death to theology. Requirements: oral and written evaluations, peer review, and reading assignments from pastoral theology, medical, and allied literature. Three credits.

Either Semester, 1990-91

Chaplain deVelder

Either Semester, 1991-92

PT41,-42 PART-TIME CLINICAL PASTORAL EDUCATION

Supervised clinical pastoral education on a part-time basis during the academic year under the guidance of chaplain-supervisors approved by the Association for Clinical Pastoral Education. Designed for students who wish to pursue clinical pastoral edu-

cation but who are not free during the summer. Students will receive three total academic credits and credit for one unit with the Association for spending sixteen hours a week in the clinical setting over both semesters; concurrent enrollment in one course per semester facilitating integration of clinical with theoretical concerns is required. Time to be arranged with the supervisor in consultation with participating students. Arrangements for an interview with the supervising chaplain should be made through the clinical pastoral education office. In addition to the Seminary's regular tuition charges, a special fee is paid by the participant to the clinical center in which the work is conducted. Limited to Th.M. candidates, seniors, and mid-
dlers. Three credits, awarded only at the end of the second semester.

By Special Arrangement

Supervisors

PT45 POSTCLINICAL PASTORAL EDUCATION PRACTICUM

For students who have completed a unit or more of clinical pastoral education and wish to integrate that clinical experience with other aspects of their academic program. One credit.

First Semester, 1991-92

Ms. Neuger

PT47 SUMMER CLINICAL PASTORAL EDUCATION

Supervised clinical pastoral courses in various types of hospitals and other health and welfare institutions, under the guidance of chaplain-supervisors approved by the Association for Clinical Pastoral Education. Arrangements are made through the clinical pastoral education office. Academic credit is allowed only where the student applies to the Registrar before the course is begun. Open to all students; may not be applied toward the Th.M. requirements in the field of pastoral theology. Three credits.

Summer, 1990

Staff and Supervisors

Summer, 1991

Theology and Personality

PT61 LIFE CYCLE THEORY AND CHRISTIAN SELFHOOD

Primary focus on Erik and Joan Erikson's work on the life cycle, with particular attention to its moral and religious implications, especially for understandings of the Christian self. Attention also given to Daniel and Judy Levinson's work on the seasons of men's and women's lives. Three credits.

Second Semester, 1990-91

Mr. Capps

PT62 PERSONAL SIN AND SOCIAL EVIL

Psychological, sociological and theological views of sin and evil. Attention to sin as a personal matter and evil as a social phenomenon, and the interrelationship of the two. Particular emphasis on the sources, meanings and consequences of sin and evil and on remedial possibilities. Focus on such themes as guilt and shame, trespasses and debts, forgiveness and pardon, restitution and reparation. Same as course CS62. Three credits.

Second Semester, 1991-92

Messrs. Capps and Fenn

PT63 PASTORAL COUNSELING, CULTURE, AND PERSONALITY

This course will look at the interaction of parish, culture and personality, as foundational to the practice of pastoral counseling. Implications for cross-cultural work and critical concerns of racism, sexism and classism in pastoral counseling theory and practice will be explored. The course is located at the interface of psychology, theology, and anthropology. Prerequisites: courses PT05 and TH01. Three credits.

Second Semester, 1990-91

Ms. Holliman

PT73 PUBLIC POLICY AND PERSONAL MEANING

Psychological, sociological, and religious issues involved in the threat that contemporary social institutions pose for the rights, responsibilities and aspirations of individuals. Particular attention given to contemporary discussions of individualism, narcissism, identity and authority, and the effect of "benign" institutions (schools, health centers, churches) on those whose lives are directly influenced by them. Same as course CS83. Three credits.

Second Semester, 1990-91

Messrs. Capps and Fenn

PT76 THEOLOGY AND PSYCHODYNAMICS

Development of a methodological approach to the problem of relating psychological understandings of persons to a theological frame of reference. Cases from both the psychological and religious literature will be critically examined in the light of methods which have been proposed. Each student will present a paper in which he or she sets forth his or her own constructive method in dealing with a single case, preferably drawn from his or her pastoral experience. Restricted to graduate students except by permission of the instructor. Three credits.

Second Semester, 1991-92

Mr. Lapsley

Princeton-Trinity Supervision Program

PT81 INTRODUCTORY SUPERVISION OF PASTORAL CARE AND COUNSELING

Designed with a view to the needs of the parish minister, this course introduces the student to such issues as pastoral diagnosis, pastoral care plans, and referral procedures. Each student is expected to present case studies for supervision from his or her own parish work. Group supervision performed through the medium of live interviews, videotape interviews, and verbatim case studies. Three credits.

First Semester, 1990-91

Program Staff

First Semester, 1991-92

PT82 INTERMEDIATE SUPERVISION OF PASTORAL CARE AND COUNSELING

Designed to provide continued case supervision of parish pastoral care and counseling, using live interviews and videotape presentations. Particular emphasis will be given to the pastoral care of marriages and families. Group supervision, with provision for individual consultation as indicated. Prerequisite: course PT81. Three credits.

Second Semester, 1990-91

Program Staff

Second Semester, 1991-92

PT83,-84 ADVANCED SUPERVISION OF PASTORAL CARE AND COUNSELING

Designed to deal with the ongoing pastoral care and counseling performed by students in their parish or other ministry settings. Particular emphasis will be placed upon the pastoral care of marriages and families, as well as upon special issues involved in ministry such as substance abuse, grief, sexuality, etc. Each student is expected to make case presentations of ongoing counseling through the use of live interviews, videotape interviews, and case studies. Group supervision, with provision for individual consultations as needed. Prerequisites: courses PT81 and PT82. Three credits each semester.

Full Year, 1990-91

Program Staff

Full Year, 1991-92

SPEECH AND COMMUNICATION

Introductory Level Classes

SP01 SPEECH COMMUNICATION IN MINISTRY I

Survey and practice of skills in speech communication for ministry. Oral interpretation concepts applied to the reading of biblical and other texts. Private conferences and audio or video recording are available. Some sections of this course are available to persons for whom English is not the first language. One credit.

First Semester, 1990-91

Speech Staff

First Semester, 1991-92

SP02 SPEECH COMMUNICATION IN MINISTRY II

Experience in communicating narrative and first-person material from scripture and poetry, as well as material created by students. Private conferences and audio or video recording are available. Prerequisite: Course SP01. Some sections of this course are available to persons for whom English is not the first language. One credit.

Second Semester, 1990-91

Speech Staff

Second Semester, 1991-92

Advanced Classes

SP16 PUBLIC SPEAKING FOR THE CHURCH

Theory and practice of shaping a variety of messages for different audiences and situations. The genre and application of presentations, introductions, acceptances, interviews, press conferences, and policy statements will be explored. Prerequisite: course SP02. One credit.

Second Semester, 1990-91

Mr. Levering

SP21 INTERPRETATIVE SPEECH

Development of interpretative techniques and speaking ease through the oral reading

of poetry and prose selections from the Bible as well as from classic and contemporary literature. Prerequisite: course SP02. One credit.

Either Semester, 1990-91

Mr. Brower

Either Semester, 1991-92

SP22 ADVANCED INTERPRETATIVE SPEECH

Interpretative reading of representative poems by modern American and British writers, with emphasis on the works of Robert Frost. Optional work in oral reading of prose selections, including short stories. Prerequisites: courses SP02 and SP21. One credit.

Second Semester, 1990-91

Mr. Brower

Second Semester, 1991-92

SP50 COMMUNICATION IN RADIO AND TELEVISION

Concentration on speech and media communication skills necessary for on-camera and on-microphone effectiveness. Program formats, audience analysis, camera work, lighting, and other elements of the production environment will be explored in the preparation of student productions. One credit.

Second Semester, 1990-91

Mr. Brower

SP60 DRAMA IN WORSHIP AND EDUCATION

The use of drama within the life of the church. Critique of learning through participant and audience involvement. Analysis and in-class performance of plays and other dramatic materials. Development of standards and resources for church drama groups of all ages. Prerequisite: course SP02. Limited to twenty-five students. Same as course ED38. Three credits.

Second Semester, 1990-91

Mr. Jacks and Ms. Gardner

SP61 THE ARTS IN THE SERVICE OF THE CHURCH

Studies in the fields of aesthetics, the arts, dramatic theory, theology, and education, focusing upon the church; projects in the arts as used in education and in worship. Same as course MU31 and PR76. Prerequisite: course SP02. Three credits.

Second Semester, 1991-92

Messrs. Jacks and Weadon

SP64 NARRATIVE PREACHING

The preparation and delivery of "narrative" sermons, with attention to forms (e.g. first-person stories, slice-of-life illustrations, sermon monologues), theory (e.g. Long, Lowry, Mitchell), and writing style for oral presentation. Same as course PR64. Prerequisite: course PR02. Limited to twenty students; preference given to those closest to graduation who are concentrating in the field. Three credits.

First Semester, 1990-91

Messrs. Jacks and Kay

SP66 READERS' THEATRE AND CHAMBER THEATRE PRODUCTION FOR THE CHURCH

Production of narrative fiction for church drama interest groups. A selection of short stories and narrative poems will be studied and rehearsed in order to learn staging

and production techniques. Students will share responsibility for selecting, casting, directing, and performing the stories and poems. Limited to twenty students; preference given to those closest to graduation. Prerequisite: course SP02.

1991-92

Mr. Brower

SP70 THEOLOGY AS CRITICAL INSIGHT

The aim of the course is to explore the multiple meanings of "the word." Distinctions between the spoken and the written word; orality and literacy; hearing and seeing the truth; critical insight and personal perception; theology as doctrine and faith as understanding. Examples from tapes, films, slides, and art are a part of each class session. Three credits.

First Semester, 1990-91

Mr. Kerr

SP82 COMMUNICATION IN PREACHING AND WORSHIP

Comprehensive seminar in communication for ministry. Requires taking two individually selected one-hour advanced speech courses. Seminar period for advanced work and analysis papers. Limited to Th.M. candidates except by permission of the instructor. Three credits.

Second Semester, 1990-91

Speech Staff

Second Semester, 1991-92

SP90 WORSHIP LEADERSHIP FOR THE LORD'S DAY

Detailed analysis and practice of the elements and design of the Service for the Lord's Day. Crafting of services for unity in style and theme. Prerequisite: course SP02. One credit.

First Semester, 1990-91

Mr. Levering and Ms. Willis-Watkins

SP91 WORSHIP LEADERSHIP FOR SACRAMENTS AND SPECIAL SERVICES

Detailed analysis and practice of the Lord's Supper, Holy Baptism, weddings, funerals, installations, and dedications.

Prerequisite: course SP02. One credit.

Second Semester, 1990-91

Mr. Levering and Ms. Willis-Watkins

PH.D. SEMINARS

The following seminars are strictly limited to Ph.D. candidates, and provide seminar credit in the areas of Christian education, theology and communication in preaching, and pastoral theology. Ph.D. candidates in departments other than Practical Theology may enroll with the permission of the instructor. Any person not a doctoral candidate at Princeton Seminary or University who wishes to enroll in one of these seminars must submit an *Application to Enroll in a Ph.D. Seminar* (obtained from the Office of the Registrar) signed by the professor with his or her registration.

DS80 THEOLOGY AND COMMUNICATION

Advanced study of human communication dynamics in theological perspective. The-

ological values and claims will be interpreted in relation to behavior in communication environments. Communication in well-defined contexts (preaching, worship, education, administration, counseling) will be analyzed as pastoral intervention in reality-structuring experiences. The focus of the seminar is functional and dynamic, but not technological. Three credits.

Second Semester, 1990-91

Mr. Nichols

DS82 THEOLOGY AND THE PSYCHOTHERAPEUTIC SCHOOLS

Readings in the various psychotherapeutic schools including Freudian psychoanalysis, later psychoanalytic thinking, cognitive-behavioral theory and practice, the human potentials movement with its clinical implications, general and family systems work, and feminist psychotherapy. The range of psychotherapeutic approaches will be explored through the theological perspectives of H. Richard Niebuhr, Sallie McFague, and other theologians as agreed upon by the participants.

First Semester, 1991-92

Ms. Neuger

DS83 HISTORY AND METHOD OF PRACTICAL THEOLOGY

A study of essential readings in the history and method of practical theology including the emerging contemporary investigations. Constructive positions are developed by the students for discussion in the seminar. Three credits.

Second Semester, 1990-91

Messrs. Lapsley and Loder

DS85 SALVATION AND HEALTH

Examination and analysis of the concepts of salvation and health as they refer to potential human wholeness from different perspectives, and of the issues involved in relating and distinguishing these concepts. Each student is encouraged to work toward a constructive position regarding the relationship of these concepts, taking into account the various dimensions of the problem. Three credits.

First Semester, 1990-91

Mr. Lapsley

DS88 PSYCHOLOGY OF RELIGION

Introduction to major figures and texts in modern psychology of religion, including James, Otto, Freud, Jung, Brown, and Erikson. Special attention given to the issue of narcissism, with readings in Kohut, Kernberg, and others, and to the related issue of images of God, with readings in Rizzuto, Winnicott, Pruyser, and Meissner. An area seminar in pastoral theology; open to Ph.D. candidates in other fields. Three credits.

Second Semester, 1991-92

Mr. Capps

DS89 ADVANCED SUPERVISED PASTORAL COUNSELING

Experience, under personal and group supervision, in individual, marriage and family counseling. Pertinent reading on theoretical issues in pastoral counseling and the supervisory process. Preregistration interview through clinical pastoral education office required. Prerequisites: at least two quarters of clinical pastoral education or the equivalent and acceptance by an approved supervisory agency. Three credits each semester.

Full Year, 1990-91

Supervisors

DS90 HISTORY AND THEORY OF CHRISTIAN EDUCATION

History of Christian education from New Testament times to the present; major theories of Christian education; the process of Christian education theory development. Three credits.

Second Semester 1990-91

Christian Education Staff

DS92 RESEARCH IN THEOLOGY AND HUMAN DEVELOPMENT

Advanced consideration of developmental psychology. Such major aspects of human development as morality, identity, language, and cognition are examined from interdisciplinary perspectives relevant to Christian education, preaching, and pastoral theology. Three credits.

First Semester, 1990-91

Mr. Loder

DS93 THEOLOGY AND THE HUMAN SCIENCES

The theological implications of the human sciences as foundation for practical theology. Focus on themes of convergence between the scientific interpretation of human behavior and corresponding theological doctrines such as ego psychology and original sin, interpersonal openness and image of God, human language and God language, human freedom and Holy Spirit. Three credits.

Second Semester, 1991-92

Mr. Loder

DS95 HERMENEUTICS IN BIBLICAL STUDIES AND PRACTICAL THEOLOGY

After surveying classical and contemporary approaches to biblical hermeneutics, students will engage in interpretative investigations of representative biblical texts and themes. Attention will be given to the role of biblical hermeneutics in the educational, pastoral and preaching ministries of the Christian church. Same as course DS05. Limited to Ph.D. students in the fields of biblical studies and practical theology. Three credits.

First Semester, 1990-91

Messrs. Long and Miller

DS96 THE DEVELOPMENT OF MODERN HOMILETICAL THEORY

A critical examination of representative homiletical texts written during the past two centuries. These texts will be explored with particular attention to their relationship to parallel developments in theology, biblical studies, and the human sciences. Three credits.

First Semester, 1991-92

Mr. Long

DS98 THEORIES OF PREACHING

A study of representative treatises on preaching beginning with Augustine's *De Doctrina Christiana* and continuing to the last quarter of the nineteenth century. The original influences of classical rhetoric on preaching theory will be examined, as will the historical reinterpretation of the necessary components which relate to the nature and purpose of preaching. Three credits.

First Semester, 1990-91

Mr. Massa

DS99 FEMINIST PERSPECTIVES ON PREACHING

A study and analysis of the pertinent theological and homiletical issues related to

preaching from a feminist perspective. The seminar will focus on critical feminist and womanist scholarship regarding God language, biblical hermeneutics, christology, and the relationship of this scholarship to the task of preaching. Attention will be given to authority and relationality in the preaching act, emerging homiletical styles and methods, and pedagogical considerations for teaching homiletics. Three credits.

Second Semester, 1990-91

Ms. Smith



Opportunities for Specialized Study ~

SPECIAL COURSES

In cases of demonstrated need, a qualified student may make application through an instructor to enroll for a special course in a subject falling within that instructor's field of specialization. Such a course may be given, under the provisions outlined in the following paragraphs and with the approval of the Curriculum Committee, provided that coverage of the same material cannot reasonably be arranged as part of a regular course during the remainder of the student's period of residence. Special courses may not normally be used to fulfill departmental distribution requirements. Courses so arranged must be reported to the Office of the Registrar in accordance with the regulations governing the selection of catalogued electives. Special courses made available by the Seminary are of two types:

1. *Tutorials*—classes normally arranged to meet the needs of one student, but on occasion more than one, and involving extensive reading of relevant literature, periodic conferences with the instructor, and a concluding examination or project.

2. *Research Courses*—classes arranged on an individual basis to meet the needs of qualified students, and involving independent research on a defined topic and the preparation of a substantial paper.

In the interest of equity, a candidate for the M.Div. or the M.A. degree ordinarily may not carry more than one special course during any given semester. An M.Div. candidate is limited to four such courses during his or her total program; a candidate for the M.A. degree, three special courses. Persons who are not in candidacy for a Seminary degree may not enroll for such courses. Inter-institutional regulations do not permit members of other faculties to offer special courses to Seminary students.

Special courses are offered over and above an instructor's normal academic load. Members of the faculty ordinarily may not give more than two such courses during any semester without the approval of the Dean of Academic

Affairs. Special courses during the summer months are discouraged. Where a tutorial is offered to more than two students, approval of the department and the Curriculum Committee is required.

Senior theses are not considered to be research courses and continue to be encouraged in appropriate cases.

PROGRAM FOR AFRO-AMERICAN STUDIES IN MINISTRY

The joint program between Princeton University's Afro-American Studies Program and Princeton Theological Seminary is designed for M.Div. seniors concentrating in Afro-American Studies for the Ministry. The program provides the opportunity for students (not more than twelve per annum) to take up to two courses of their senior concentration requirements in the University program. Courses in the Afro-American Studies Program at the University which may be taken as part of a senior concentration in Afro-American Studies in Ministry shall be designated by the Seminary's liaison officer for this program.

PROGRAM IN WOMEN'S STUDIES

The program in Women's Studies is designed for Th.M. candidates and as a senior concentration area for M.Div. candidates. The program provides students with the opportunity to work interdepartmentally on concerns of women in relation to ministry.

Working with an adviser, students select from a variety of offerings those courses which will satisfy their interests and goals, complement their other educational endeavors, and fulfill the requirements of a senior concentration or a Th.M. program. Courses having a particular and focused emphasis on women's issues and concerns will be identified each year. Students may also elect other courses in which it is possible to focus on women's issues. In addition, courses in Princeton University's Women's Studies program may be taken under the Seminary's Inter-Institutional Arrangements (p. 61).

Advisers designated each year will be prepared to discuss with students the development of their programs.

The advisers for 1990-91 are Professors Freda A. Gardner and Jane Dempsey Douglass.

Religion and Society Program ~

PROFESSORS: R.K. Fenn, J.E. Loder, P.J. Paris, C.C. West

ASSOCIATE PROFESSOR: C.A. Ryerson III

ASSISTANT PROFESSOR: N.J. Duff

The Religion and Society program focusses primarily on the social aspects of the church's ministry and mission. The program assumes that the practice of ministry affects and is shaped by its social context. Thus social issues arise from the concerns of various groups and organizations, including the churches; yet the church seeks to address such issues from a perspective that transcends the interest and viewpoint of any particular constituency, including its own. Further, the churches' theology borrows heavily from the cultures in which the churches have developed; yet the church seeks to transcend and to shape these same cultures. How can the churches witness to a truth that has shaped the churches and the world in ways that Christians have not always foreseen, desired, or intended? The Religion and Society program addresses these fundamental questions at the level of the parish ministry, the local community, the larger society, and the nation-state.

The faculty associated with the program represent a variety of approaches in theology, ethics, and the social sciences, and seek to relate Christian prophecy and social ethics to the common task of understanding, and explaining social interaction. The program focusses on the experience of the churches in a variety of contexts both Western and non-Western, highly industrialized and predominantly agrarian, both urban and rural. The program is committed to combining theory with practice; therefore students are encouraged to develop positions on social policy that combine theology and ethics with the sociological analysis of specific institutions, social trends, and particular situations.

Candidates for the M.Div., Th.M., and Ph.D. degrees may pursue concentrations in this area under the supervision of the Committee on Church and Society. Courses appropriate to the concerns of Religion and Society, as

listed below, are offered by several of the academic divisions of the Seminary. Field education also may contribute to such studies on the M.Div. level.

Fall Semester 1990 Offerings

- CH50 AMERICAN CHRISTIANITY FROM THE COLONIAL ERA TO THE CIVIL WAR Mr. Moorhead
- CS25 CHURCH AND SOCIETY FIELD STUDY Mr. Fenn
- CS31 SECULARIZATION: AN INTRODUCTION TO THE DEBATE Mr. Fenn
- CS81 SENIOR SEMINAR Mr. Fenn
- ET07 CHRISTIAN THINKING ABOUT MORAL DECISION Mr. Paris
- ET08 AFRICAN AND AFRICAN AMERICAN THEOLOGIES Mr. Paris
- ET22 POLITICS, POWER, AND PEACE Mr. West
- HR41 BUDDHISM Mr. Ryerson
- HR72 TRADITIONAL RELIGIONS AND THE MODERN WORLD Mr. Ryerson

Spring Semester 1991 Offerings

- CH52 AMERICAN PROTESTANTISM AFTER DARWIN Mr. Moorhead
- CS20 THEOLOGY AND SOCIOLOGY Mr. Fenn
- CS83 PUBLIC POLICY AND PERSONAL MEANINGS Messrs. Fenn and Capps
- EC45 THE SOCIAL MISSION OF THE CHRISTIAN CHURCH Mr. West
- ET23 ETHICS AND PUBLIC POLICY Mr. Paris
- ET31 THEOLOGIES AND IDEOLOGIES OF SOCIAL CHANGE Mr. West
- ET45 THE SOCIAL MISSION OF THE CHRISTIAN CHURCH Mr. West
- ET50 THEOLOGIES OF MARGINAL AND OPPRESSED PEOPLES Messrs. Paris and Lee
- HR20 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS Mr. Ryerson
- HR60 GODS AND POLITICS Mr. Ryerson
- TH51 THEOLOGIES OF MARGINAL AND OPPRESSED PEOPLES Messrs. Lee and Paris

Program in Mission, Ecumenics, and History of Religions ~

PROFESSORS: A. Neely, C.C. West

ASSOCIATE PROFESSORS: C.A. Ryerson III, M.K. Taylor

The Ecumenics, Mission, and History of Religions program seeks to widen the horizons of preparation for the ministry with the interdisciplinary inquiry into the challenges and implications of the worldwide witness to the Christian faith. All three segments of the program are integrally interrelated. No one part can be studied in isolation and all demand attention to the cultural and religious, social and political, and geographical contexts of Christian mission.

The program relates to all academic levels as a subsection of the History Department. On the M.Div. level, in addition to the course offerings listed below, field education may include approved internships at home or abroad, with course credit where appropriate. In Ph.D. studies, the program offers eight fields of comprehensive emphases:

- ~ History of Christian Missions, historical and contemporary
- ~ Study of one or more non-Christian religions
- ~ Critical study of the methods and issues of social, cultural, and political inquiry in cross-cultural contexts
- ~ Christian theology, including "Third World" theologies, in mission context
- ~ Christian social ethics as a dimension of the church's worldwide witness
- ~ The ecumenical dimension of Christianity, historical and contemporary
- ~ Theories and themes of the study of the History of Religions and their relation to theology
- ~ Study of the theoretical backgrounds to, and an examination of, the interactions of religion and politics in specific national and geographical contexts.

Ordinarily, from the eight comprehensive fields, a doctoral student will choose five for comprehensive examinations, one of which should be in at least one aspect of Christian Missions, one in ecumenics, and one in a non-Christian religion.

Courses appropriate to a concentration in this area include:

Fall Semester 1990 Offerings

- EC10 THE CHRISTIAN MISSION IN TODAY'S WORLD: MISSIOLOGY FOR OUR TIMES Mr. Neely
- EC21 WORLD HUMAN NEED AND THE CHRISTIAN RESPONSE Mr. Neely
- EC39 CROSS CULTURAL MISSION Messrs. Ryerson and Taylor
- ET07 CHRISTIAN THINKING ABOUT MORAL DECISION Mr. Paris
- ET08 AFRICAN AND AFRICAN AMERICAN THEOLOGIES Mr. Paris
- ET22 POLITICS, POWER, AND PEACE Mr. West
- HR41 BUDDHISM Mr. Ryerson
- HR72 TRADITIONAL RELIGIONS AND THE MODERN WORLD Mr. Ryerson
- TH27 CONTEMPORARY HERMENEUTICS IN THEOLOGY Mr. Taylor

Spring Semester 1991 Offerings

- EC33 CROSS CURRENTS IN CHRISTIAN WORLD MISSION TODAY Mr. Neely
- EC45 THE SOCIAL MISSION OF THE CHRISTIAN CHURCH Mr. West
- EC60 CHURCH GROWTH AS STRATEGY FOR MISSION Mr. Neely
- ET23 ETHICS AND PUBLIC POLICY Mr. Paris
- ET31 THEOLOGIES AND IDEOLOGIES OF SOCIAL CHANGE Mr. West
- ET45 THE SOCIAL MISSION OF THE CHRISTIAN CHURCH Mr. West
- HR20 ENCOUNTER OF CHRISTIAN FAITH WITH OTHER FAITHS Mr. Ryerson
- HR60 GODS AND POLITICS Mr. Ryerson
- TH51 THEOLOGIES OF MARGINAL AND OPPRESSED PEOPLES Messrs. Lee and Paris

Field Education ~

ACTING DIRECTOR: Dorothy J. Ackerman

M.A. DIRECTOR: Freda A. Gardner

The Field Education program is an integral part of the theological curriculum. Students under the supervision of pastors and specialists work at a variety of assignments in particular churches and institutions in the interest of developing (1) a habit of working in the context of disciplined theological reflection; (2) a growing understanding of the church and its ministry; (3) a life style congruent with the gospel; (4) sound ways of relating to different persons; and (5) competencies which are professional in the sense of including mastery of skills with knowledge of the theoretical bases of each.

Assignments are available in churches and institutions of every type in an area that includes two huge metropolitan centers, smaller cities and towns, and rural settings. A Teaching Church Program offers a high level of supervision for students each year, under the guidance of pastors who participate in monthly seminars. Prison ministries and other specialized activities provide ministry experience to a substantial group of participants.

Summer assignments are available in churches and church projects, in national parks, and in clinical pastoral education.

M.DIV. REQUIREMENTS

In addition to the other requirements, an approved program of field education, which in the judgment of the Director of Field Education meets the needs of the individual student, is required for graduation.

A minimum program shall include both of the following:

1. A year of satisfactory work in a church under approved supervision. This requirement may be met in two semesters of weekends in a teaching church or by an internship year.

2. A period of satisfactory work in a field of service appropriate to the student's particular purposes and in accord with the goals, functions, and

principles of field education. This requirement may be met in two semesters of weekends, one summer, or an internship year.

Any variation from this program must be with the counsel and approval of the Director of Field Education, who shall decide whether the student's work meets the graduation requirements.

Reports on field education activity are required on January 15 and May 15; summer reports on September 15. All remunerative work is to be reported to the Office of Field Education. If this involves over twenty hours a week, the Director of Field Education may recommend to the faculty a reduction in hours or a four-year program.

M.Div. candidates are required to register for field education during each semester of participation, according to the procedures that govern the selection of academic courses. A grade of S (satisfactory) or U (unsatisfactory) is recorded at the conclusion of each term. Registration shall be for one of the following:

FE01,-02 PARISH FIELD EDUCATION

Supervised ministry in the local church. Placement may be in either teaching or non-teaching church settings. Students will have experience in communication, administration, and caring aspects of ministry; opportunity for reflection and evaluation will be provided by supervisors. The sequence FE01,-02 (or FE05,-06) must be successfully completed at least once in every student's M.Div. program. Taken concurrently with academic work.

FE03,-04 SPECIALIZED FIELD EDUCATION

Supervised ministry in institutional or organizational settings. Placement may be in prisons, hospitals, nursing homes, advocacy organizations. Students will engage in a variety of ministry opportunities under the supervision of a chaplain or program director; occasions for reflection and evaluation will be provided by supervisors. Taken concurrently with academic work; sequence may be repeated.

FE05,-06 PARISH INTERNSHIP

Extended supervised ministry in the local church. Placement may be for nine, twelve, or fifteen months in settings across the country; some international opportunities. Students will engage in a broad spectrum of ministry with considerable time to explore areas of particular interest. Normally taken after the middle year; an academic program may not be pursued concurrently.

FE07,-08 SPECIALIZED INTERNSHIP

Extended supervised ministry in institutional or organizational settings. Placement may be for nine, twelve, or fifteen months; opportunities have included university chaplaincies, advocacy organizations, and clinical pastoral education programs. Students will engage in all aspects of specialized ministry with considerable time to explore vocational interests. Normally taken after the middle year; an academic program may not be pursued concurrently.

FE09 SUMMER PARISH FIELD EDUCATION

Intensive supervised ministry in the local church. Minimum of ten weeks of full-time work required. Students will have experience in communication, administration, and caring aspects of ministry. In some settings the student may provide supply services during the vacation or study leave of the pastor. May not be taken concurrently with academic work.

FE10 SPECIALIZED SUMMER FIELD EDUCATION

Intensive supervised ministry in institutional or organizational settings. Minimum of ten weeks of full-time work required. Placement may be in camp and conference centers, clinical pastoral education programs, and social or neighborhood organizations. May not be taken concurrently with academic work.

FE11 INTENSIVE PARISH FIELD EDUCATION

Supervised ministry in special parish contexts (cross-cultural, international settings) which generally approximates 300 hours of work. May not be used in place of FE01,-02 (or FE05,-06). Prerequisite: petition to and approval of the Director of Field Education.

FE12 INTENSIVE NON-PARISH FIELD EDUCATION

Supervised ministry in special non-parish contexts (cross-cultural, international settings) which generally approximates 300 hours of work. Prerequisite: petition to and approval of the Director of Field Education.

M.A. REQUIREMENTS

In addition to the other requirements for the M.A. degree in Christian education, a program of field education is required for graduation. The program shall include the following:

1. An initial field education experience, ordinarily undertaken in the first year, in a church under approved supervision.
2. Either in the summer between the first and second years or during the second year, work in a field of service appropriate to the student's particular purposes and involving the student in supervised leadership.

Any variation in this program must be approved by the Director or the Assistant Director of the School of Christian Education.

M.A. candidates are required to register for field education during each semester of participation, according to the procedures that govern the selection of academic courses, and complete the necessary field education reports. Reports are due on January 15 and May 15 (summer reports on September 15), and a grade of S (satisfactory) or U (unsatisfactory) is recorded at the conclusion of each term.

FE13 M.A. FIELD EDUCATION I

A full year of supervised educational ministry in a local church. Normally taken

during junior year. Students who already have degrees in education, which include supervised teaching practice, will be exempt from this first unit requirement.

FE14 M.A. FIELD EDUCATION II

A full year or summer of field service in an area appropriate to the student's particular purposes and involving the student in planning, supervision, and leader development. Normally taken during the senior year or the summer between the junior and senior years. Para-professional educators who are currently employed or international students who come with extensive experience in churches greatly different from American churches may substitute a substantive study of several church education programs, emphasizing the administrative and leader development aspects of those programs.

INTERNSHIPS

The intern program in field education permits an M.Div. candidate who has completed two years of theological education to devote a year to fulltime supervised ministry, before completing his or her academic course. Internship positions include student pastorates, assistantships, chaplaincies, and other types of ministry. Some internship programs involve work abroad. Intern training programs must be approved by the Director of Field Education and are under his supervision, in cooperation with the employing organization. The intern is considered a regular student in the Seminary during his or her program.

GRADUATE INTERNSHIPS

Opportunities for inservice and clinical training are available to M.Div. graduates who wish to continue practical training for the ministry under supervision. Opportunities for a variety of types of ministry are available and have proved to be a helpful way for younger graduates to begin their vocational work. The Director of Field Education will aid and counsel students in arranging such programs. Graduate interns are not regarded as students in the Seminary during the internship.

Library Resources ~

ROBERT E. SPEER LIBRARY

LIBRARIAN: James F. Armstrong

ASSOCIATE LIBRARIAN: James S. Irvine

TECHNICAL SERVICES: James S. Irvine

PUBLIC SERVICES: Sandra H. Boyd

COLLECTION DEVELOPMENT: Donald M. Vorp

SERIALS: Julie E. Dawson

ARCHIVES AND SPECIAL COLLECTIONS: William O. Harris

The library building, opened in 1957 and named in honor of Robert E. Speer, has space for approximately 400,000 volumes and 350 readers. In addition to its main reading room, which seats about 115 persons, there are 44 carrel tables in the stack area, unassigned and open to all readers. Other facilities include a graduate study room where advanced students may keep their books and several small seminar rooms.

The Collection

Speer Library offers substantial resources for theological study and research at all levels. It now contains over 400,000 catalogued books, pamphlets, and microfilms, including valuable portions of the libraries of Dr. Ashbel Green, Professor John Breckenridge, Dr. William Buell Sprague, Mr. Samuel Agnew, Professor J. Addison Alexander, Dr. John M. Krebs, Dr. Alexander Balloch Grosart, Professor William Henry Green, Professor Samuel Miller, Professor Benjamin B. Warfield, and Dr. Louis F. Benson. It currently receives over fifteen hundred journals, annual reports of church bodies and learned societies, bulletins, transactions, and periodically issued indices, abstracts, and bibliographies.

While popular works are not neglected, a major objective of the library is to acquire comprehensively the basic works of western and, in translation, eastern religious traditions. Primary sources are represented both by original, early editions or reprints and by modern critical editions. The strength of the

library is maintained by the acquisition, on a standing-order basis, of all major sets, new critical editions, and scholarly monograph series currently published in the main fields of theological study.

Several special collections should be mentioned. The Louis F. Benson Collection of Hymnology, numbering over ten thousand volumes, provides superior resources for the study of all fields of American and foreign hymnology. The Grosart Library of Puritan and Nonconformist Theology, acquired in 1885 and added to regularly, now contains over five thousand volumes. The Sprague Collection is an unusually large collection of early American theological pamphlets. Over two thousand volumes and three thousand pamphlets dealing with the controversy regarding the proper form of baptism are in the Agnew Baptist Collection. The Alumni Alcove, supported substantially by the donations of authors, preserves their published works as a testimony to the influential position of Seminary graduates and faculty in theological and general literature.

Support

The library is supported by an annual appropriation and by income from restricted endowment funds totaling \$2,465,843 from Messrs. R. L. and A. Stuart, Mr. John C. Green, the Reverend Samuel M. Hamill, Mrs. R. L. Kennedy, Mary Cheves Dulles, Professor Theodore W. Hunt, Dr. Louis F. Benson, Mr. and Mrs. Carl Egner, Miss Mabel Gillespie, Mrs. Helen M.T. Locke, Mrs. John F.B. Carruthers, Mr. William L. Ulyat, Mrs. Elizabeth Parke Ballantine, Dr. Katherine Finney and Mr. and Mrs. Thomas W. Finney, Mr. John P. Orendorff, Mr. John G. Buchanan, Miss Margaret I. Vaughan, Mrs. Alice M. Newberry, Mrs. Charlotte W. Newcombe, as well as other alumni/ae and friends.

Additional Facilities

Photocopies of library material in the public domain and, within the provisions of the principle of fair use, of copyrighted material may be made on coin- or cardkey-operated copier machines. The staff also can make arrangements for microfilms of library books and photographs of plates.

The Library's local borrowing area includes most of New Jersey, together with metropolitan New York and Philadelphia. Access or borrowing privileges may be extended to qualified persons within that area upon approval of the Librarian. Persons residing outside the area are sometimes able to borrow out of print books by inter-library loan. Students who leave the community to continue their research elsewhere are required to return all library materials before departure.

In accordance with the terms of an agreement between the Seminary and

the University, students of the Seminary are granted free use of the University library, subject to its rules.

Online access to the catalog is provided through the NOTIS information system. Public terminals are located in the lobby and several other places throughout the building. In addition, persons who have computers with compatible modems may dial into the catalog on regular telephone networks.

CHARLES G. REIGNER EDUCATION READING ROOM

FACULTY SUPERVISOR: Freda A. Gardner

The Reading Room, located on the first floor of Tennent Hall, makes available a wide range of literature in Christian education, curriculum, and audio-visual aids. Although intentionally limited in general reference materials, it contains specialized reference works in education and Christian education. The collection includes representative sets of over seventy-five standard curriculums, more than 10,000 volumes of special contemporary interest, and approximately 100 journals that are received on a regular basis. Other resources include tapes, filmstrips, records, pictures, posters, simulation games, and multi-media titles. Access is primarily through a card catalogue. The Reading Room also publishes lists of newly acquired books, catalogues of the audio-visual collection, and lists of journals received by subscription.

A variety of audio-visual equipment is available for use, including a VCR which enables previewing of tapes in the room.

Hours for the Reading Room are announced at the beginning of each semester.

Media Resources Center ~

DIRECTOR OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY: Wayne
R. Whitelock

TAPE DUPLICATION COORDINATOR: John L. Cooper

ELECTRONICS SUPPORT COORDINATOR: Bobby Marshall, Jr.

Support Services

The new Media Resources Center, opened in 1989, is located on the ground and lower levels of Templeton Hall. Radio and television production facilities, graphic and photographic arts, audiovisual support services, instructional media consultation, and curriculum development programs are offered to members of the Seminary faculty, administration, and academic community.

Resource Collection

A Listening Library collection of approximately 7,000 audio and video titles provides access to lectures, sermons, and many other significant theological events, preserved in their original form. Private review facilities and a *Catalog* of the Listening Library collection are available. Copies of many selections may be requested at minimal cost. Descriptive listings from major film and videotape distributors and media resource publishers are also available.

Learning Opportunities

Instructional opportunities for the exploration of the use of media resources in ministry have been provided as part of the media program for over 30 years. A campus cable network, broadcasting on Channel 12, provides students an opportunity to gain hands-on experience in the production of religious mass media. A number of paid student media staff positions are offered for those interested in an in-depth exposure to the mass media disciplines. Students electing to prepare media based class assignments and course materials with the approval of their instructors are provided access to facilities, equipment, and instruction in the production of instructional resources.

Schedule

When the Seminary is in session, the Media Services Desk, Room G04, is open Monday through Friday, 8:00 a.m. to 4:30 p.m. The office of Educa-

tional Communications and Technology, Room 601, is open daily 8:30 a.m. to 4:30 p.m.

The tape library collection contains approximately 6500 recordings of lectures, sermons, and many other significant theological events, preserved in their original form. A catalogue of recorded materials and private listening facilities is available. Copies of many selections may be requested at minimal cost.

The computer classroom provides word processing equipment and computer-aided, self-study programs. Open laboratory hours are scheduled for computer-based courses. Staff is available on a regular basis as a student resource for the preparation of academic materials, and the evaluation and review of software.

When the Seminary is in session, the offices are open Monday through Friday, 8:30 a.m.-4:30 p.m.



The School of Christian Education ~

Pursuant to the action of the Presbyterian General Assembly of 1941, which recommended that colleges of Christian education belonging to the Presbyterian Church should become related to seminaries or colleges, negotiations were entered into between the Trustees of Princeton Theological Seminary and the Trustees of Tennent College of Christian Education in Philadelphia. Following these negotiations the Trustees of Tennent College decided to close the latter institution and to make over its assets in trust to Princeton Theological Seminary. The Seminary, on its part, agreed to carry forward the work of Tennent College upon a graduate level, and to perpetuate the name of Tennent upon the campus of Princeton Theological Seminary and in the Seminary's annual catalogue. The School of Christian Education was inaugurated in September 1944, when a group of young women with college degrees was admitted for the first year of study.

The two-year course embraces basic studies in biblical literature, theology, church history, ecumenics, and education, in addition to special cultural and technical studies designed to give students the most complete preparation possible for teaching the Christian religion in church or secular schools and for administering Christian religious education programs in Protestant and Catholic parishes and institutions. The degree of Master of Arts (M.A.) is conferred upon those who successfully complete the course.

All inquiries relating to the School of Christian Education should be directed to:

Office of Vocations and Admissions
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542.

THE CHARLES G. REIGNER EDUCATION READING ROOM

The Charles G. Reigner Education Reading Room is located in Tennent Hall. Many of its general reference volumes were gifts to the School of Christian Education from the library of Tennent College of Christian Education. Charles G. Reigner, a Baltimore publisher, was for many years its benefactor. The Reading Room provides additional study space near the education classrooms and the married student apartments on the Tennent campus, and makes available to students and surrounding churches a wide range of literature on Christian education and resources in audio-visual aids. Consult page 134 for additional information concerning the resources of this facility.



Tennent Hall — Acquired in 1943

Tuition, Fees, Payments and Services ~

TUITION AND FEES FOR 1990-1991¹

Application Fee\$ 35.00

Tuition²

a. Candidates for the M.Div. and M.A. Degrees

1. Annual tuition for all types of program 5,250.00

2. Annual Field Education Continuation Fee 100.00

(Assessed at the beginning of each semester in which the candidate is enrolled solely for Field Education; applied against tuition if he or she subsequently enrolls for academic credit.)

b. Candidates for the Th.M. Degree

1. Annual tuition for the program completed in one academic year 5,250.00

2. Annual continuation fee 50.00

(Assessed in March for any year in which the candidate has not been enrolled for classes since the prior June 1.)

c. Candidates for the Ph.D. Degree

1. Annual tuition for a minimum of two years of resident study 5,250.00

2. Annual continuation fee 500.00

(Assessed after the completion of residence until all requirements for the degree have been completed; in

¹ All Seminary charges and fees are payable in U.S. funds.

² Full time students include: M.Div. and M.A. candidates who are enrolled for 10-15 semester credits; Th.M. candidates and resident special students who are enrolled for 11-13 semester credits; and Ph.D. candidates in residence and certain others engaged full time in dissertation preparation. Students enrolled less than full time (*part time*) are charged by the credit (this is also referred to as the "Special Student rate"). M.Div. and M.A. candidates enrolled for 16-17 credits, and Th.M. candidates and others enrolled for 14 or more credits, are charged full tuition plus the special student rate for each additional credit.

addition to the Special Student rates for courses taken for academic credit.)	
d. Candidates for the D.Min. Degree ³	
1. Tuition for basic program, exclusive of regular courses taken for credit	5,250.00
2. Continuation Fee	500.00
(Assessed as of September 1, for each year of candidacy beyond three.)	
e. Special Students taking courses for academic credit but not candidates for a Seminary degree: ⁴	
Per credit	220.00
f. Auditors (persons who, although neither students nor guests of the Seminary but with the necessary authorization, are attending classes, during either the fall or spring semester, on a non-credit basis), per credit	100.00
g. 1991 Summer Sessions ⁵	
1. Registration fee	35.00
2. Tuition Academic Credit	
Per semester credit	220.00
Continuing Education Credit	
Per CEU	90.00
Per 4.5 CEU-course	400.00
Auditors, per credit	100.00
h. Annual tuition for Interns ⁶	75.00
Late Registration Fee ⁷	25.00
Annual Current Fees	
a. Comprehensive fee (charged to all full-time ⁸ students, covers student publications, student organizations, McCosh Infirmary, counseling services, and major medical insurance)	680.00 ⁹

³ D.Min. tuition is payable in four installments: \$500 (non-refundable) upon acceptance of admission; \$1,650 at beginning of the first workshop; \$1,650 at beginning of the second workshop; \$1,450 six months after the second workshop.

⁴ Regularly enrolled students in Princeton University, Westminster Choir College, New Brunswick Theological Seminary and the Rutgers University School of Social Work, when properly certified to the Registrar, are admitted to classes without charge.

⁵ Summer session charges are payable in advance.

⁶ This is the basic Internship tuition charge. Additional or higher charges are made for certain specialized Internships or for academic credits enrolled for while on Internship. Complete information may be secured from the Director of Field Education.

⁷ See course schedule announcements for information concerning this fee.

⁸ See note 2.

⁹ Charge subject to adjustment in the event medical premium is revised.

b. Basic fee (charged to all part-time ¹⁰ students; covers student publications and organizations, but does not cover infirmary services, counseling, or health insurance)	60.00
Graduation Fee	
a. Candidates for Ph.D. and D.Min. Degrees	60.00
b. Candidates for all other Degrees and Certificates	15.00
Transcripts and Ph.D. Dossiers	
a. Transcripts, each	2.00
b. Dossiers, each	3.00
I.D. Card Replacement Fee	2.00 ¹¹
Student Mail Box Key Replacement Fee	5.00

An orientation fee of \$35.00 is charged to all new degree candidates, and to transfer students, payable at the beginning of the initial semester.

ROOM AND BOARD DURING REGULAR YEAR

Dormitories (Single Students)

Room and board \$3,226.00

Rooms in the Seminary dormitories are furnished with bedstead, mattress, pillow, bureau, chairs, desk, mirror, and bookcase. Bed linen and blankets for a single bed, and towels, must be provided by the student.

A single student on a regular program is expected to room in one of the Seminary dormitories. Students who occupy Seminary accommodations are required to be enrolled for a full-time program throughout the period of residence and to take their meals in the Mackay Campus Center.

A drawing for choice of rooms for current residents in the dormitories is held in April, and remaining rooms are assigned to new students. Some single rooms ordinarily are available for incoming students with special needs.

Although dormitory accommodations are intended primarily for students who are enrolled full time, provision occasionally may be made on an available space basis for persons registered for part-time studies.

Candidates for the Ph.D. degree may occupy Seminary accommodations for a four-year period or until graduation, whichever comes first. Candidates for the Th.M. degree ordinarily may occupy Seminary facilities for one academic year only, during which period they are expected to pursue a full-time program.

¹⁰ See note 2.

¹¹ This fee is raised by increments of \$1.00 each time a card must be replaced.

Dormitories are open for regular occupancy the Monday preceding the beginning of classes through 4:30 p.m. on the day after commencement. Dormitory occupancy will not be available during the summer months except for regularly enrolled summer students.

Apartments (Students with One or More Dependents)

One-Bedroom Units	\$ 265.00
Two-Bedroom Units	340.00
Three-Bedroom Units	405.00

A large number of unfurnished apartments are located at the Charlotte Rachel Wilson complex, approximately four miles from the main campus. They are available to married students with or without children and to single parents with dependents. Each unit contains a living room, dining area, kitchen, bath, and either one or two bedrooms. A smaller number of unfurnished apartments of varying sizes, some with provision for couples with children, is available on the Tennent campus. Seminary apartments are rented to students under a lease arrangement. The period of the lease is from July 1 to June 30, except for the first year when the lease begins on September 1.

Although an increasing number of married students will occupy Seminary apartments, some families will find it desirable or necessary to secure accommodations in Princeton or the surrounding area. The Seminary maintains an Office of Housing to assist couples in finding adequate accommodations, although final responsibility for obtaining such accommodations rests with the student. More complete information on lease terms is contained in the *Handbook* of the Princeton Theological Seminary. All inquiries concerning married student housing, whether Seminary or off-campus, should be addressed to:

Director of Housing
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542

Board Service

All quoted rates that include board privileges are subject to change.

Board payment covers three meals a day (two meals on Sunday) during periods when the Seminary is in session. Services under the plan begin with breakfast on Monday, September 24, 1990, and conclude with the noon meal on Friday, May 24, 1991. These services are suspended during the following periods of recess:

1. Thanksgiving: closed all day November 22.
2. Christmas Recess: suspended after the noon meal on Friday, December 21, and resumed for breakfast on Monday, January 7.

3. Inter-Semester Recess: suspended after the noon meal on Friday, January 25, and resumed for breakfast on Monday, February 4.

4. Spring Recess: suspended after the noon meal on Friday, March 15, and resumed for breakfast on Monday, March 25.

During certain weekday periods when regular board services are suspended, the cafeteria may be open on a cash basis. In general, however, students are expected to make their own arrangements for meals when the Seminary is not in session. Fire regulations do not permit cooking in the residence area of the dormitories.

Students who are absent from the Seminary at least two full days each weekend on field education assignments certified by the Office of Field Education will receive a credit of \$18.80 for each weekend during which the board plan is in effect.

Students seeking to be excused for medical reasons from board in the dining hall must provide documentation in the form of a letter from a medical doctor citing the medical problem and diet prescribed. The letter must be submitted to the Director of Student Financial Aid prior to the beginning of the term for which this exemption is requested.

Single students receiving grant assistance from the Seminary are required to live in Seminary accommodations, if available, unless excused. Consult the Director of Student Financial Aid for further information.

HEALTH CARE

Students of the Seminary who require medical attention are cared for at the Princeton University infirmary, which is used jointly with University students on the following terms:

1. Every student who becomes ill or suffers an accident should report at once to the infirmary for examination by a staff physician. If the student is taken ill in his or her room and is unable to go to the infirmary, a physician at the infirmary should be notified immediately. The infirmary telephone (258-3139) is covered 24 hours a day, except during the Christmas and summer holidays.

2. If a student is confined to the infirmary less than one week, no charge is made for board. If confinement is for one week or more, charges will be assessed at current University rates from the time of admission to the infirmary. In the latter case, an adjustment will be made on the Seminary board bill if he or she holds a board and room contract with the Seminary.

3. During the summer before registration, an entering student must submit a health and immunization history and a record of medical examination

completed by his or her family or school physician. A standard report form for this purpose is made available by the infirmary through the Office of Vocations and Admissions of the Seminary. *No one will be allowed to register for classes until a satisfactory immunization record for him or her is on file at McCosh Infirmary.*

The infirmary staff includes two psychiatrists and a clinical psychologist who may be consulted by students desiring their assistance.

Participation in the health program of the University infirmary is made possible by an 1892 gift of \$3,750, by the Reverend William Lewis Moore of New York City and Mrs. Matthew Baird of Philadelphia, which established an endowment in the infirmary for the benefit of the Seminary in memory of William Lewis Moore, Jr. In 1923 Mr. E. Francis Hyde of New York City contributed \$25,000 on behalf of the Seminary toward the construction of a new building. The Seminary, by an annual contribution toward the maintenance of the infirmary, assumes its share of the cost of operation.

To supplement the excellent facilities and program of the McCosh Infirmary, Princeton Seminary offers a Major Medical Insurance Plan to its students. This plan is designed to cover most or all of the usual cost of hospitalization, and other medical costs a student may incur above the \$100 deductible.¹² Participation in the Plan is mandatory for all full-time students of the Seminary (see the definition in the note at the foot of page 139) who cannot demonstrate that they are enrolled in a like or superior major medical insurance program, and available for dependents of such students. The comprehensive fee coverage includes services of McCosh Infirmary and the Major Medical Insurance Plan *for the student*. For an additional charge, coverage through the Major Medical Plan can be extended to dependents, according to a table of rates available from the Financial Aid Office upon request.

ROOM AND BOARD DURING SUMMER SESSION

Facilities for single students are available throughout the 1991 summer session. Charges for room and board will be announced. As a general aid in planning, room and board costs for the 1990 summer session were (per three week period) \$360.00 for air conditioned accommodations, and \$321.00 for other accommodations. Linen service is included in these charges. Board provides three meals a day, Monday through Friday. There is no board service on weekends.

¹² For more information about eligible coverage, contact the Director of Student Financial Aid.

ALUMNI/AE SECRETARY AND DIRECTOR OF PLACEMENT

The Alumni/ae Secretary is responsible for coordinating the Seminary's services to its alumni/ae. The office maintains a computerized list of all former students containing accurate information on their degrees and current addresses. It also keeps biographical files on all former students and is frequently called upon to research this biographical data for other institutions and for individuals writing articles and books.

From time to time the office undertakes the task of publishing a *Biographical Catalogue* listing all alumni/ae of the Seminary. The catalogue contains date and place of birth, all degrees received, and places and positions of service.

All persons who have matriculated at the Seminary, both those who received degrees and those who did not complete a full program, are considered alumni/ae. The office maintains contact with almost 10,000 former students, more than 800 of whom reside outside the United States. Each votes in an annual election to choose an alumni/ae representative to the Seminary's Board of Trustees. As members of the Alumni/ae Association, they receive the *Alumni/ae News*, the *Princeton Seminary Bulletin*, and the annual calendar of events scheduled by the Center of Continuing Education.

Alumni/ae Association

The association holds its annual meeting preceding commencement and is governed by an executive council composed of elected representatives from twelve regions across the country, one international representative appointed by the president, and three at-large members appointed by the council. The association meets in diaspora through chapters in various cities. These chapters assist the Seminary in the recruitment and interviewing of applicants, provide a network for alumni/ae relocation and the placement of graduating seniors, and give support to the development office of the Seminary.

The officers of the association serve a two-year term. Currently serving are: *President*, Anne Foster Myers (class of 1978) of Gettysburg, Pennsylvania; *Vice President*, John T. Galloway, Jr. (class of 1966) of Pittsburgh, Pennsylvania; *Secretary*, Stuart C. Wattles (class of 1976) of Clay, New York.

Placement

The Director of Placement seeks to interview all seniors early in their final year to review with them their dossiers and vocational plans. The office assists all who need help in placement in the variety of ministries available to grad-

uates. The office serves as a clearing house for any church, denomination, or institution desiring to call or employ a graduate of the Seminary, although teaching positions normally are handled by the Office of Ph.D. Studies. In addition to circulating dossiers for graduating seniors, the office maintains a current vacancy list of Presbyterian churches and other aids to the placement process.

PUBLIC INFORMATION

The Office of Public Information interprets the life and work of the Seminary to its graduates, to the church and to the general public, so as to nurture concern for and understanding and support of the purposes of the institution. The public is kept informed of the many services of the Seminary community which are available to them and major events in the Princeton community are highlighted for the campus community.

The office maintains a speakers' bureau to provide student and faculty as guest speakers and preachers to churches and academic institutions. All communication with the news media about the Seminary is coordinated through the office, as are requests for information and interpretive material by the governing bodies of the Presbyterian Church and other denominations. The director of public information works with the director of publications to assure that the *Alumni/ae News* and other printed material about the Seminary are high quality publications and keep their audiences informed of the variety and richness of life on campus and in the ministry of the Seminary's graduates.

THEOLOGICAL BOOK AGENCY

The Theological Book Agency is located on the ground floor of Mackay Campus Center. In addition to providing the textbooks for all Seminary courses, the store maintains a wide selection of about 8,000 titles representing all fields of theological scholarship, as well as selected other fields related to ministry. The educational policies of the bookstore are under the supervision of the faculty committee on the library.

All books are sold at 10% off the list price, with more expensive volumes sometimes receiving higher discounts. The store offers a variety of services including special ordering, mailing of books, out of print searches, and charge accounts.

During the academic year several events are sponsored, including author signings and special sales.

The bookstore is open from 1:00 until 6:00 p.m. on Monday, and from

1:00 until 4:00 p.m. on Tuesday through Friday, during the entire year except the week between Christmas and New Year's Day.

PAYMENT OF ACCOUNTS

Charges for tuition, fees, board, and room are due and payable on or before the first day of each semester. Rental for Stockton Street and Charlotte Rachel Wilson accommodations is payable monthly, due in advance on the first business day of each month. Payment may be made by mail, or in person at the bursar's window adjacent to the Business Office in the Administration Building.

A handling charge of \$5.00 will be assessed for any check payment returned for insufficient funds. Should any subsequent check be returned for lack of funds, the Seminary will expect cash or a cashier's check as payment.

The special arrangement with Princeton University for the use of McCosh Infirmary and Firestone Library is possible through responsible attention to bills incurred by Seminary students. In order to assure continued cooperation, the Seminary will settle such accounts not paid within 60 days and will apply such charges to the student's account with the Seminary.

Payment Plans

In the cases of charges payable at the beginning of the semester, the student may elect either (a) to make payment in full before the first class day of the semester, in which instance no service fees will be assessed, or (b) to pay the charges in three equalized monthly installments. During the first semester these installments are due on the last business day of October, November, and December; during the second semester, on the last business day of February, March, and April. Persons desiring the deferred payment plan must indicate their intention during the first four calendar weeks of the semester. Where the deferred payment option (b) is selected, there will be added to the total semester charges a service fee of \$30.00, \$15.00 of which will be refunded if for some reason the option is not exercised. The payment plan for D.Min. students is outlined on page 140. *Special and unclassified students (those persons not in a degree program), together with auditors, are responsible for payment in full on the first day of the term.*

A service charge at a periodic rate of 1.5% per month (which represents an annual rate of 18%) will be assessed on all unpaid accounts. In the case of the deferred payment plan, the service charge is applied at the end of the month to the amount scheduled to be due for that month.

Where monthly rentals are overdue, a service charge of \$5.00 will be assessed on the fifteenth day of each month.

A student's preliminary registration for a new semester will be cancelled unless the Registrar receives certification from the Business Office that all accounts for earlier semesters have been satisfied and that payment in full or a deferred payment agreement for new charges has been received. No degree may be awarded by the Seminary or transcript issued unless the student has met all financial obligations to the institution.

REFUNDS

If (a) a student withdraws from the Seminary while a semester is in progress, having secured the approval of the Dean of Student Affairs for the withdrawal, or (b) a part-time student reduces his or her academic load after the first class day of a semester, having notified the Registrar, charges for the classes discontinued, and for room and board before withdrawal, will be assessed as follows:

1. Tuition:

During first 11 class days of semester	20%
During next 14 class days of semester	50%
Thereafter	100%

2. Room and Board [weekly rates, subject to change]\$104.00

No portion of any fee is refunded. *If the withdrawal is without the approval of the Dean of Student Affairs, the student is liable for the full semester's tuition.*

If the student who withdraws from the Seminary *has received a financial aid award* from the institution, consideration should be given to the *special provision under "Grants"* on page 149.

If a student withdraws from the Summer Session after classes have begun, he or she shall be responsible for the full tuition charges. If he or she has been living in one of the campus dormitories, room and board charges will be prorated.

FINANCING A SEMINARY PROGRAM

Basic charges for a single student enrolled in a full-time degree program, including tuition, comprehensive fee, and the cost of room and board, will total approximately \$9,156 annually. A single student will find that his or her other expenses during the academic year, exclusive of vacation expenditures and transportation, will be about \$2,170.

Married students will find that living costs, in addition to basic tuition and comprehensive fee, vary according to their housing arrangements, food purchases, and personal habits. Students with families should contact the Director of Housing regarding living accommodations.

Seminary financial assistance is granted on the basis of demonstrated need. To assist the Seminary in establishing the individual degree of need, students are required to complete the GAPSFAS form and Financial Aid Inventory provided by the Seminary. The Director of Student Financial Aid will consult with each applicant regarding his or her resources and expenditures, and will then make a determination of aid eligibility. The Seminary will seek to assist each student to establish a financial program that protects him or her from an undue burden of remunerative employment, anxiety about finances, or excessive student loan indebtedness.

Self-support

It is assumed that a Seminary student will make every effort toward self-support to meet the demands of his or her program of studies. It is suggested that students who have had to borrow to meet their expenses during the school year consider employment or a funded field education placement during the summer. These positions can be secured through the Office of Field Education during both the summer and the academic year.

Other sources of income include employment in the Seminary dining hall, library, book agency, administrative offices, and other on-campus positions. The Personnel Office and the Office of Student Financial Aid assist students in finding these positions, and may also provide help in locating off-campus employment opportunities. As a service to Seminary spouses, these offices annually publish a booklet which contains a listing of outside employers who most frequently hire Seminary spouses.

Grants

Applications for grant and loan assistance are considered on the basis of financial need, regardless of race, national or ethnic origin, sex, handicap, or denominational affiliation. Seminary grants, within the limits of available funds, vary in amount depending upon the student's overall financial situation. Grants are awarded without obligation of repayment and are subject to the student's maintaining "satisfactory academic progress" as defined in the *Handbook*. *Should a student withdraw or change to part-time status prior to the end of a semester, grant assistance will be subject to reduction based upon the attendance or status period.* The Director of Student Financial Aid may be consulted for further information.

Loan Funds

Students who are members of the Presbyterian Church (U.S.A.) and are categorized as an *Inquirer* or are under the care of a presbytery for a church vocation, or who are candidates preparing for service in one of the boards or

agencies of the denomination, may apply for loan assistance from the Vocation Agency of the Presbyterian Church (U.S.A.). Application is made through the Office of Student Financial Aid.

Certain other denominations, such as the United Methodist Church, also make funds available to Princeton Seminary students preparing to enter ministerial or other professional service in the denomination.

Perkins Loans (formerly N.D.S.L.) are also available to eligible students. Students must complete all the required paper work, meet federal standards of eligibility and maintain "satisfactory academic progress." In addition, the Office of Student Financial Aid certifies Stafford Loans (formerly Guaranteed Student Loans) and Supplemental Loans for Students (SLS). Local banks and savings and loan associations normally participate in the latter mentioned loan programs as lenders. For more information on these loans and the application process, please contact the Director of Student Financial Aid.

The loan funds listed above carry interest rates ranging from 5% to 12% or higher. Repayment, and the assessment of interest, do not begin until the student has completed full-time study, except for the SLS program for which interest is payable from the date the loan is made. Additional loans are *not* recommended when college and seminary academic indebtedness reaches \$12,000.

Additional information

More detailed written information from the Office of Student Financial Aid concerning the aid programs administered by the Seminary is available upon request. This information includes: appropriate application forms and procedures, criteria for selecting recipients, for determining award amounts and limits, and for initial and continuing eligibility, payment arrangements, current costs, the Seminary's refund policy, and aid recipient rights and responsibilities.

Other information available from the Office of Student Financial Aid includes:

- ~ Student Financial Aid Handbook
- ~ Guide to Alternative Sources of Financial Aid
- ~ Medical Insurance Plan Booklet for Students
- ~ Guide to Student/Spouse Employment
- ~ Financial Aid Brochure

In addition, as mandated by federal regulations, summaries of student retention at the Seminary, placement and remuneration surveys of graduates are

available upon request from the Office of the Alumni/ae Secretary and Director of Placement.

FELLOWSHIPS AND SCHOLARSHIPS

Presidential Scholarships

A total of five entering M.Div. students may receive a Presidential Scholarship (which equals the amount of tuition plus \$500) for their first year of study at Princeton Theological Seminary. Scholarship recipients are selected on the basis of extraordinary academic achievement and demonstrated commitment to the life and mission of the Church.

Candidates for this nonrenewable Seminary scholarship are recommended to the President by the Admissions Committee.

Doctor of Philosophy Candidates

PRINCETON DOCTORAL FELLOWSHIPS AND DOCTORAL STUDY GRANTS

Fellowship awards or Merit Tuition Scholarships may be made to doctoral students on the basis of demonstrated academic merit and promise of scholarly accomplishment in a chosen field of advanced study. Grant awards may also be available for doctoral candidates who demonstrate financial need. More detailed information is available in the Ph.D. catalogue supplement, which may be obtained upon request from the Office of Ph.D. Studies.

THE GEORGE S. GREEN FELLOWSHIP FOR DOCTORAL STUDY IN OLD TESTAMENT

One or two fellowships for doctoral work in Old Testament may be awarded for the first year of study to that senior in the Master of Divinity program at the Seminary, or that candidate in the Master of Theology program at the Seminary, who is recommended for outstanding academic achievement and scholarly promise by the professors in Old Testament. The maximum stipend for the fellowship is \$8,000 plus tuition.

DOCTORAL TEACHING FELLOWSHIPS

Some doctoral teaching fellowships are awarded annually according to needs in the curriculum. A fellow appointed on a full-time basis receives taxable remuneration of \$5265.00, covering 450 hours of service during the academic year. A fellow on half-time appointment receives taxable remuneration of \$2632.50 and performs 225 hours of service. Fellowships are ordinarily, but not exclusively awarded to applicants who have completed the first year of doctoral study.

Applicants and candidates in all programs should address inquiries concerning financial assistance to:

Director of Student Financial Aid
Princeton Theological Seminary
CN821
Princeton, New Jersey 08542

FELLOWSHIPS, PRIZES AND AWARDS

Senior Class Fellowships

Fellowships have been established in the Seminary for the pursuit of advanced study in theology. In 1879 Mr. George S. Green of Trenton, New Jersey, founded a fellowship for the encouragement of advanced study in Old Testament Literature. In 1889 the alumni of the Seminary contributed a fund for a fellowship in New Testament studies. In 1891 Mrs. Elizabeth Robertson of New York City established the Archibald Robertson Scholarship. In 1900 Professor William Henry Green, D.D., LL.D., by bequest provided a fund for fellowship purposes. In 1905 by bequest of Mrs. Mary W. Winthrop of New York City, the Gelston-Winthrop Memorial Fund was created and from this fund an annual appropriation was made by the Trustees for the maintenance of three fellowships. In 1943 a fellowship was established on the Samuel Robinson Foundation. The fellowships were reorganized in 1945 by the Trustees of the Seminary and several fellowships established upon these foundations with an honorarium of \$2,000 each. Fellowships are available in Old Testament, New Testament, the Department of History, the Department of Theology, the Department of Practical Theology, and the Program in Religion and Society.

The fellowships are awarded in accordance with the following rules:

1. In order to become a candidate for a fellowship, a student must be a member of the senior class who has been in residence in the Seminary as a member of the middle class.
2. Not later than April 1, the candidate must indicate to the Office of the Dean of Academic Affairs his or her intention to submit a thesis in competition and must specify the area in which it is to be considered.
3. The candidate must present for regular academic credit a thesis in a specified field, which shall also be his or her area of senior studies. The thesis shall not have been previously evaluated by any member of the faculty. A copy of the thesis must be delivered at the Office of the Dean of Academic Affairs at or before the close of business on May 1.
4. If the May 1 deadline falls on a weekend, the thesis shall be due at 9:00

a.m. on the Monday next following. This deadline may not be extended for any reason.

5. The fellowship award will be made by the faculty, upon recommendation of the department or program concerned, and will be announced on or about May 15. The faculty in all instances reserves the right not to grant a fellowship during a particular year, if in the judgment of the readers no thesis in the area qualifies for this special consideration.

6. A student who submits a thesis in competition for a fellowship, whether or not he or she is successful in the competition, will receive regular academic credit for the work, provided it meets the usual requirements for a thesis in that senior studies area.

7. A fellow shall pursue studies, principally in the subject in which the fellowship has been awarded, conducting the work either in this Seminary or in some other approved graduate institution. He or she shall submit a program to the Registrar for approval and subsequently shall make to the Registrar periodic reports of progress. A fellow shall study for a full academic year, which year shall be the next ensuing after appointment. Permission to postpone study requires Seminary approval. Such request shall be submitted to the Registrar. A fellowship must be used within five academic years.

THE FELLOWSHIP IN OLD TESTAMENT

Established on the George S. Green Foundation, the Senior Fellowship in Old Testament may be awarded to that student who presents the best senior studies thesis in this field and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN NEW TESTAMENT

Established on the Alumni Foundation, the Archibald Robertson Scholarship and the William Henry Green Foundation, the Senior Fellowship in New Testament may be awarded to that student who presents the best senior studies thesis in this field and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN HISTORY

The Senior Fellowship in History may be awarded to that student who presents the best senior studies thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN THEOLOGY

The Senior Fellowship in Theology may be awarded to that student who presents the best senior studies thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN PRACTICAL THEOLOGY

Established on the Samuel Robinson Foundation, the Senior Fellowship in Practical Theology may be awarded to that student who presents the best senior studies thesis in a division of this department and who qualifies under the fellowship regulations outlined above.

THE FELLOWSHIP IN RELIGION AND SOCIETY

The Senior Fellowship in Religion and Society may be awarded to that student who presents the best senior studies thesis in this program area and who qualifies under the fellowship regulations outlined above.

The Graduate Study Fellowship for the Parish Pulpit Ministry

A fellowship for overseas study, given by an anonymous friend, is available for award to a graduating senior who is committed to the parish pulpit ministry and is a member of a Protestant Church. Homiletic talent, academic performance, and strength of character are considered in making the award.

Fellowships at Jerusalem and Athens

Inasmuch as Princeton Theological Seminary makes an annual contribution to the American School of Oriental Studies at Jerusalem, and to the American School of Classical Studies at Athens, qualified students can sometimes be recommended in competition for annual fellowships at each of these schools. For further details, students who are interested should consult with Mr. Charlesworth regarding studies at Athens or with Mr. Roberts regarding studies at Jerusalem. By virtue of an association with the Hebrew Union College Biblical and Archaeological School in Jerusalem, it also is possible for qualified students to be recommended for research fellowships in Israel.

The Tübingen Exchange Fellowship

Through an arrangement with the University of Tübingen, a fellowship has been established through which a year of study at that institution is provided following completion of the Master of Divinity program. Senior M.Div. candidates are eligible to apply for this fellowship by writing to the Dean of Academic Affairs by March 1. Academic excellence and proficiency in German are the two primary qualifications for the award.

PRIZES AND SPECIAL AWARDS

Year by year a considerable number of prizes are offered for special work or attainments. The recipients of such prizes must have completed creditably all the studies of the year.

Except where an essay is required, the inclusion of a prize in the descriptive paragraphs below does not constitute an assurance of its availability during the year 1990-91. Essays submitted for prizes must be signed with an assumed name, accompanied by a sealed envelope containing the name of the author, and presented at the Office of the Dean of Academic Affairs on or before May 1.

Graduate Students, Seniors, Middlers, Juniors

THE SAMUEL ROBINSON FOUNDATION PRIZES

By the generosity and vision of Presbyterian layman, Mr. Samuel Robinson, a considerable sum of money has been donated to Princeton Seminary to stimulate interest in the Westminster Shorter Catechism. Believing, upon the ground of his personal experience, that there is no single statement of Christian doctrine more admirably suited than the Westminster Shorter Catechism to challenge the thought of young people upon the basic truths of the Christian religion, the donor has founded a number of prizes and a fellowship.

For the year 1990-1991 up to thirty-three prizes of \$150.00 each will be awarded, for which juniors, middlers, seniors, and graduate students may try, provided they have not previously received a Samuel Robinson Prize.

The basis of awarding of prizes shall be both an oral examination on the text and a written examination on the text and its interpretation.

A student may receive a prize on the Robinson Foundation only once during his or her period of study at the Seminary.

THE DAVID HUGH JONES PRIZE

Through the generosity of former members of the Princeton Seminary Choir, this prize is offered periodically to that student who, in the judgment of the faculty, has contributed most to the musical life of the Seminary campus.

THE ROBERT GOODLIN PRIZE

Through the generosity of family and friends, this prize has been established in memory of Robert Paul Goodlin, a member of the senior class of 1961. The award will be made to a worthy student who has displayed a particular interest in clinical training.

THE WARWICK FOUNDATION SCHOLARSHIP GRANT

This award is given through the Warwick Foundation by Mr. and Mrs. Kenneth W. Gemmill in honor of Mr. Gemmill's father, Benjamin McKee Gemmill, D.D., a graduate of Princeton Theological Seminary in 1892. The sum of \$5,250 is made available to assist a student who requires financial aid.

THE FREDERICK NEUMANN PRIZE FOR EXCELLENCE IN GREEK AND HEBREW

Through the generosity of Dr. Edith Neumann, this prize has been established in memory of her husband, Dr. Frederick Neumann (1899-1967), and is awarded annually, upon recommendation of the Department of Biblical Studies, to that upcoming middler or senior student who has demonstrated excellence and the most promise in the basic courses in Hebrew and Greek.

THE AMERICAN BIBLE SOCIETY AWARD

In gratitude for the work of colleges and seminaries in preparing students for the Christian ministry, each year the American Bible Society makes possible the Scholarly Achievement Presentation of a Bible to a student who has demonstrated excellence in biblical studies.

Senior Prizes

THE JAGOW PRIZES IN HOMILETICS AND SPEECH

Through the generosity of Mr. Charles H. Jagow there was established in 1977 the Jagow Family Fund. A portion of the income from this endowment provides annually two prizes of \$250 each, to be awarded to those students who during the year have made the greatest progress or displayed outstanding achievement in homiletics or speech.

THE MARY LONG GREIR—HUGH DAVIES PRIZE IN PREACHING

In 1923 the Synod of Pennsylvania (Welsh), by a gift to the Trustees of the Seminary, established the Hugh Davies Fund in memory of the Reverend Hugh Davies (1831-1910), an honored minister and historian of the Calvinistic-Methodist Church in Pennsylvania. In 1944 Elizabeth J. Greir left funds to establish one or more prizes in connection with the work of students "for excellence in oratory, in delivery of sermons, addresses, or declamations." The interest derived from these two funds provides annually a prize of \$350, to be awarded to that member of the senior class whose preaching and other forms of oral communication shall be accounted the best in thought, composition, and delivery.

THE JOHN ALAN SWINK PRIZE IN PREACHING

Mr. and Mrs. Sylvan S. Swink began this prize in memory of their son, John Alan Swink, a member of the senior class of 1952. The prize was subsequently endowed by John's sister, Mrs. William Sieber, formerly of Wayne, Pennsylvania, and by her husband. One hundred dollars may be given to a member of the senior class who has shown most improvement in preaching during his or her Seminary course.

THE CHARLES J. RELLER ABIDING MEMORIAL FUND AWARD

The Neshaminy-Warwick Presbyterian Church of Hartsville, Pennsylvania, has established this award in memory of Charles J. Reller, a devoted member of that congregation. The award will be granted annually to the student in any degree program who is judged by a committee appointed by the president of the Seminary as having actively exhibited great Christian concern for others in the year preceding his or her graduation.

THE JOHN T. GALLOWAY PRIZE IN EXPOSITORY PREACHING

The John T. Galloway prize is awarded, upon recommendation of the professors of homiletics, to a member of the senior class who throughout his or her years as a Master of Divinity candidate has indicated a special interest and a competence in courses in expository preaching, and who in the preaching class has delivered an unusually good expository sermon.

THE SAMUEL WILSON BLIZZARD MEMORIAL AWARD

Through the generosity of former students, colleagues, and friends, there was established in 1976 an award in memory of the Reverend Samuel Wilson Blizzard, Jr., an influential sociologist and alumnus in the class of 1939, who at the time of his death was Maxwell M. Upson Professor of Christianity and Society Emeritus, in the Seminary. Annually, it is awarded to a member of the graduating class who in the judgment of the faculty has displayed particular concern and aptitude for the social ministry of the church.

THE FRIAR CLUB AWARD

Through the generosity of the Friar Club alumni, there was established in 1977 the Friar Club Alumni Award, to be given to a member of the senior class who has contributed significantly to the life of the Seminary community.

THE EDLER GARNET HAWKINS MEMORIAL AWARD FOR SCHOLASTIC EXCELLENCE

Through the generosity of friends and former parishioners, an award has been established in memory of the Reverend Dr. Edler G. Hawkins, Moderator of the One Hundred and Seventy-Sixth General Assembly, who at the time of his death was Professor of Practical Theology and Coordinator of Black Studies in the Seminary. The recipient of this award shall be that Afro-American member of the senior class who has achieved the highest cumulative grade point average within the first fifth of the previous year's graduating class. The grant, in an amount of at least \$500, shall take the form of a credit at the Theological Book Agency.

THE KENYON J. WILDRICK AWARD

The Benevolence Committee of the Community Congregational Church of Short Hills, New Jersey, established this award in 1985 in honor of their pastor, the Reverend Kenyon J. Wildrick. Annually, an award of \$100 for excellence in homiletics is presented to a student in the graduating class.

THE JOHN HAVRAN PRIZE IN CHRISTIAN EDUCATION

Through the generosity of Doris Havran, there was established in 1985 the John Havran Prize in Christian Education. This award is made annually, upon nomination by the faculty in Christian Education, to a graduating M.A. student who shows creativity and promise of excellence for the practice of educational ministry.

THE GEORGE L. RENTSCHLER PRIZE IN SPEECH COMMUNICATION

Through the generosity of the Reverend George L. Rentschler, an alumnus in the class of 1945, there has been established a prize in the area of speech communication. Annually, upon nomination by the Egner Professor of Speech, an award of \$500 is given to that person in the graduating year who has shown excellence in speech.

THE ROBERT BOYD MUNGER PRIZE IN YOUTH MINISTRY

Through the generosity of friends, there was established in 1986 a prize to honor the Reverend Dr. Robert Boyd Munger, a distinguished alumnus in the class of 1936 and an alumni/ae trustee of the Seminary from 1967 to 1970. This prize honors one who helped organize some of the first deputation teams to young people while he was a student at the Seminary, and who was an effective communicator of the gospel to young people throughout his ministry. The award is made annually to a graduating student in either the Master of Divinity or the Master of Arts in Christian education program who has demonstrated academic achievement and has taken part in a significant ministry to teenage or college-age young people after beginning his or her seminary studies.

THE REVEREND WILLIAM ALFRED BYRD PRIZE

In 1987, Mr. Franz A. Byrd established the Reverend William Alfred Byrd Prize in memory of his father, a distinguished alumnus of the Seminary in the Class of 1894. Annually a prize of \$500 is awarded to the graduating senior who has contributed in an outstanding way to the Seminary community during his or her student days.

THE PRESBYTERIAN MEDICAL CENTER OF PHILADELPHIA CLINICAL STUDIES AWARD

The Presbyterian Medical Center of Philadelphia Clinical Studies Award is given to a senior who has shown special promise in clinical studies, has com-

pleted a quarter of Basic Clinical Pastoral Education, and has been accepted into Presbyterian Medical Center of Philadelphia's nine-month residency. The award is made by the faculty on the recommendation of the Practical Theology Department.

THE AARON E. GAST AWARD IN URBAN MINISTRY

In 1986, the Aaron E. Gast Fund for Urban Ministry was established with the Presbyterian Church (U.S.A.) Foundation, with the income to go to Princeton Theological Seminary to fund an annual award in honor of the Reverend Dr. Aaron E. Gast, an alumnus in the class of 1953 and an alumni/ae trustee of the Seminary from 1971 to 1974. Dr. Gast has had an impressive ministry in urban pastorates, most notably, the First Presbyterian Church of Germantown, Pennsylvania. A former Dean of the Conwell School of Theology at Temple University, where he placed great emphasis on theological education for urban ministry, Dr. Gast is chairman of the Presbyterian Church (U.S.A.) Foundation. Up to \$2,500 may be awarded to a graduating senior who has a special commitment to urban ministry and has accepted a call to a parish within a major metropolitan area.

THE BRYANT M. KIRKLAND PRIZE FOR EXCELLENCE IN PRACTICAL THEOLOGY

Endowed in 1989 by Mr. and Mrs. George B. Beitzel in honor of the Reverend Dr. Bryant M. Kirkland and in appreciation of his twenty-five-year ministry at the Fifth Avenue Presbyterian Church in New York City, this prize recognizes the graduating senior who has demonstrated excellence in the academic disciplines which compose the Department of Practical Theology and who gives promise of effective pastoral ministry as exemplified by the honoree, a distinguished alumnus in the class of 1938 and trustee emeritus of the Seminary, in his several pastorates prior to his retirement in 1987.

THE ARTHUR PAUL RECH MEMORIAL PRIZE IN THEOLOGY AND PASTORAL MINISTRY

In 1990, Mrs. Jean May Rech established a prize in memory of her husband, the Reverend Arthur Paul Rech, a member of the class of 1945. This prize is to be awarded annually by the Practical Theology Department to the graduating senior who has demonstrated academic excellence in the disciplines of practical theology and evidenced personal commitment to the practice of ministry in the life of the church.

Senior and Middler Prizes

THE ROBERT L. MAITLAND PRIZES IN NEW TESTAMENT EXEGESIS AND ENGLISH BIBLE

In 1890 Mr. Alexander Maitland, of New York, founded the Robert L. Mait-

land prizes in memory of his father. Three hundred dollars will be given for the best exegesis of a passage of the New Testament. The passage for 1990-1991 is: "Christ the End of the Law": Romans 10:1-3.

Three hundred dollars will be given for the best essay on an assigned subject in English Bible. The topic for 1990-91 is: Does Luke lack the idea of the saving significance of Jesus' death?

THE JOHN FINLEY MCLAREN PRIZE IN BIBLICAL THEOLOGY

By a gift of Mrs. Archibald Alexander Hodge a prize in Biblical Theology has been established in memory of her father, Dr. John Finley McLaren. The sum of \$150 will be awarded for the best essay on the assigned subject in biblical theology.

The subject for 1990-91 is: The Image of God as Warrior in the Bible.

Middler Prizes

THE BENJAMIN STANTON PRIZE IN OLD TESTAMENT

In 1890 the Reverend Horace C. Stanton, D.D., an alumnus of the Seminary founded the Benjamin Stanton prize in memory of his father. One hundred dollars may be awarded to a member of the middle class on the basis of excellence in the field of Old Testament without submitting a thesis.

THE E. L. WAILES MEMORIAL PRIZE IN NEW TESTAMENT

By a gift from the estate of the Reverend George Handy Wailes, D.D., an alumnus of the Seminary in the class of 1897 and a visiting professor in the institution for several years, there was established in 1968 the E. L. Wailes Memorial Prize. Two hundred dollars may be awarded to a member of the middle class on the basis of excellence in the field of New Testament without submitting a thesis.

THE HENRY SNYDER GEHMAN AWARD IN OLD TESTAMENT

Through the generosity of the Reverend Dr. Robert E. Hansen, an alumnus of the Seminary in the class of 1943, there has been established the Henry Snyder Gehman Award in Old Testament, honoring a distinguished biblical scholar and member of this faculty who began service in the Seminary in 1930 and who in 1958 retired as the William Henry Green Professor of Old Testament Literature. Annually a prize of \$750 is awarded to a member of the middle class for excellence in the field of Old Testament without submitting a thesis.

THE ARCHIBALD ALEXANDER HODGE PRIZE IN SYSTEMATIC THEOLOGY

By a gift of Mrs. A. A. Hodge there was established in 1907 a prize in Systematic Theology in memory of her husband, the Reverend Archibald Alexander Hodge, D.D., LL.D. One hundred dollars is awarded periodically

to a member of the middle class on the basis of excellence in the field of Systematic Theology without submitting a thesis.

THE WILLIAM TENNENT SCHOLARSHIP

The Neshaminy-Warwick Church of Hartsville, Pennsylvania, has established a scholarship to be awarded to a member of the coming senior class who has shown special interest and ability in the teaching aspects of the work of the church.

THE EDWARD HOWELL ROBERTS SCHOLARSHIP IN PREACHING

Through the generosity of Mr. George M. Dunlap, Jr., the Marple Presbyterian Church of Broomall, Pennsylvania, has established an annual scholarship in memory of Edward Howell Roberts who at the time of his death in 1954 was Dean of Princeton Seminary. An award of \$1,000 will be made by the faculty to a member of the middle class who shows promise in the field of preaching and who needs financial aid in order to continue study in this area.

THE RAYMOND IRVING LINDQUIST FELLOWSHIP IN THE PARISH MINISTRY

This fellowship, established in honor of the Reverend Dr. Raymond Irving Lindquist, an alumnus of Princeton Theological Seminary in the class of 1933, a trustee emeritus of the Seminary and minister emeritus of the Hollywood First Presbyterian Church, will be given to a rising senior each year who has been judged outstanding in his or her gifts and preparation for the parish ministry and is planning a career as a pastor. The fellowship will be awarded by the faculty on the recommendation of the Director of Field Education.

Events, Activities, and Publications ≈

STUDENT GOVERNMENT

All regularly admitted students with the exception of doctoral candidates are considered members of the student body of Princeton Theological Seminary for the purpose of conducting the affairs of student government. An elected Student Government, and a Planning Board with membership drawn from each of the student organizations, establish the budget and direct the programs of student organizations.

The primary purposes of the Student Government, as set forth in its constitution are:

- ≈ To coordinate student activities and concerns
- ≈ To represent the students in contacts with the faculty and administration
- ≈ To facilitate student involvement in non-Seminary organizations and interests

KOINONIA

Koinonia is a society composed of students who are working toward the degree of Doctor of Philosophy. Meetings are held from time to time during the academic year, at which diverse themes of theological interest are discussed.

SPECIAL LECTURESHIPS

Five lectureships have been endowed which, through the publication of the lectures as delivered or in expanded form, have been productive of a considerable body of theological and missionary literature.

THE STONE LECTURESHIP

In 1871, Levi P. Stone, Esq., of Orange, New Jersey, a director and also a trustee of the Seminary, created the foundation for a lectureship which, in accordance with his direction, has been applied annually since 1883 to the payment of a lecturer, chosen by the faculty of the Seminary, who delivers a course of lectures upon some topic kindred to theological studies. In the years 1903 and 1906 the endowment was increased through the generosity of Mr. Stone's sisters. The Stone Lectures for 1990-91 will be delivered by Dr. Don Browning, Alexander Campbell Professor of Religion and Psychological Studies at the Divinity School, University of Chicago, the week of April 15, 1991.

THE STUDENTS' LECTURESHIP ON MISSIONS

The Students' Course of Lectures on Foreign Missions had its inception in the minds of the undergraduates of the Seminary, and its endowment was secured largely by their efforts, liberally supported by the Reverend James S. Dennis, D.D. The Lectureship was established in 1893. It is designed to provide for an annual course of lectures on some topic connected with Christian missions which shall be of practical importance for those looking forward to missionary service abroad, and at the same time introduce the whole Seminary community to the world mission of the church. Dr. Choan-Seng Song, Professor of Theology and Asian Cultures at the Pacific School of Religion, is scheduled to deliver the Students' Lectureship on Missions on October 3-4, 1990.

THE WARFIELD LECTURESHIP

In the will of Dr. Benjamin B. Warfield, former professor of systematic theology in the Seminary, a fund was created to establish a lectureship in memory of Mrs. Warfield, to be called the Annie Kinkead Warfield Lectureship. In accordance with the terms of the trust, the lecturer on this foundation shall be approved by the faculty of the Seminary, upon the nomination of the Charles Hodge Professor of Systematic Theology. Each lecturer shall belong to the Reformed tradition in theology, and "the subject of the lectures shall in all cases be some doctrine or doctrines of the Reformed system of doctrine." The Warfield Lecturer for 1990-91 is Dr. Michael Welker, Professor of Systematic Theology at the University of Muenster, West Germany. He is scheduled to deliver the lectures the week of March 25, 1991, on the topic "The Doctrine of Creation."

THE REVEREND ALEXANDER THOMPSON MEMORIAL LECTURE

In honor of the Reverend Alexander Thompson of the class of 1909 there was established a lectureship dealing broadly with "some aspect of the Bible."

The lecturer, selected by the faculty of the Seminary, presents a single address during the month of March. Dr. Hans Dieter Betz, Shailer Matthews Professor of New Testament Studies at the University of Chicago, will give the Alexander Thompson Lecture for the 1990-91 academic year.

THE FREDERICK NEUMANN MEMORIAL LECTURE

Established in 1983 by Dr. Edith Neumann in memory of her husband, this annual lecture is on a theme appropriate to the broad theological interests of Dr. Frederick Neumann (1899-1967)—philosopher, biblical scholar, missionary, and pastor. The lecturer, selected by the faculty of the Seminary, delivers a single address during one of the academic terms. Dr. Elizabeth A. Clark, Professor of History of Early Christianity at Duke University, will give the Neumann Lecture for 1990-91 on November 7, 1990.

THE DONALD MACLEOD—SHORT HILLS COMMUNITY CONGREGATIONAL CHURCH PREACHING LECTURE SERIES (to be inaugurated in 1992)

An endowed lectureship in preaching has been established at the Seminary by the Community Congregational Church of Short Hills, New Jersey, in honor of Dr. Donald Macleod, Francis Landey Patton Professor of Preaching and Worship Emeritus. The Macleod Lecture Series will be inaugurated in the fall of 1992, and will feature, on a biennial basis, two or three lectures by an outstanding preacher or teacher of preachers.

PUBLICATIONS

THE PRINCETON SEMINARY BULLETIN

This publication, issued three times a year, contains addresses delivered to the Seminary community by visiting lecturers, scholarly articles by members of the faculty, sermons, book reviews, and special program notices. *The Bulletin* is distributed free of charge among all alumni/ae and is sent to seminary libraries, church-related colleges, and on an exchange basis with many similar quarterlies. All inquiries should be addressed to:

Editor
Princeton Seminary Bulletin
CN821
Princeton, NJ 08542

ALUMNI/AE NEWS

Issued four times a year by the Publications Office in cooperation with the Office of Public Information, *Alumni/ae News* is distributed without charge to all former students of Princeton Seminary. The magazine features articles

on campus events, the developing program of the Seminary, and the activities of graduates and members of the current Seminary community.

THEOLOGY TODAY

Published continuously since 1944, *Theology Today* has become one of the most widely circulated and influential religious quarterlies in the world. Although not an official organ of Princeton Theological Seminary, *Theology Today* continues the distinguished tradition of the older *Princeton Review*. It attempts to provide wide-ranging, reflective articles on contemporary trends in theology, church, and society. The Editorial Council includes men and women of scholarly distinction. For information regarding the journal and subscriptions write:

Theology Today

Box 29

Princeton, NJ 08542

KOINONIA JOURNAL

Published by doctoral students at Princeton Theological Seminary, *Koinonia Journal* is intended to promote interdisciplinary discussion and the exploration of new and emerging areas and issues in the study of religion. The journal is published semi-annually. Contributions by authors affiliated with other academic institutions are welcome, with a clear preference for doctoral candidates. Style specifications available on request.



STUDENTS IN THE SEMINARY

June 1989-May 1990



Stuart Hall — Constructed in 1876

Visiting Scholars ≈

Theodore Ernest Bachmann, Ph.D.
PRINCETON JUNCTION, NEW JERSEY
Consultant, Division for World
Mission and Ecumenism
Evangelical Lutheran Church in America

John M.G. Barclay, Ph.D.
GLASGOW, SCOTLAND
Lecturer, Department of Biblical Studies
University of Glasgow

Gabriele Boccaccini, Dott.(Hon.)
TURIN, ITALY
Researcher on Judaism
Institute of Oriental Studies, University
of Turin

Robert T. Ferrick, S.J., S.T.L.
DAVIS, CALIFORNIA
Associate Director, Newman
Catholic Community

Carl H. Geores, Jr., B.D.
PATTERSONVILLE, NEW YORK
Consultant to the Presbytery of Northern
New York, and the Lilly Foundation, Inc.

Elisabeth A. Gerle, M.A.
RONNEBY, SWEDEN

Francois Hanekom, D.Th.
MELKBOSSTRAND, SOUTH AFRICA
Minister, the Dutch Reformed
Church

Roberta Wells Imre, Ph.D.
STATEN ISLAND, NEW YORK

Cleo McNelly Kearns, Ph.D.
HIGHLAND PARK, NEW JERSEY

Ichiro Kojima, Th.M.
YOKOHAMA, JAPAN
Assistant Professor of Theology,
and Chief Chaplain
Ferris Women's College

Claude E. Labrunie, B.D.
VITORIA, BRAZIL
Pastor, *Igreja Presbiteriana Unida
do Brasil* (IPU)

Edward LeRoy Long, Jr., Ph.D.
MADISON, NEW JERSEY
Professor Emeritus of Christian
Ethics and Theology of Culture
Drew University

Miriam Murphy, S.N.D., Ph.D.
PRINCETON, NEW JERSEY

J. Sam Park, D.S.W., D.D.S
SEOUL, KOREA
Dean, College of Social Sciences,
Soong Sil University

Myoung Heung Rhee, M.S.W.
SEOUL, KOREA
Professor, Department of Social Work
Ewha Womans University

Bock Eyun Shin, Ph.D.
SEOUL, KOREA
Professor
Hapdong Presbyterian Theological Seminary

Deborah P. Wolfe, Ed.D.
CRANFORD, NEW JERSEY
Professor of Education
Queens College of the City University of
New York
Chair
New Jersey Board of Higher Education

Degree Candidates ~

CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Enrolled 1989-1990

Craig Darron Atwood

FRENCHTOWN, NEW JERSEY

B.A., University of North Carolina, 1983

M.Div., Moravian Theological Seminary, 1987

Walter Carroll Bouzard, Jr.

HOUSTON, TEXAS

B.A., University of Texas at Austin, 1976

M.Div., Luther Northwestern Theological
Seminary, 1980; Th.M., 1988

Yang-en Cheng

TAIPEI, TAIWAN

B.A., National Chung-Hsing University, 1979

M.Div., Taiwan Theological College, 1984

Wai-Tung Cho

KOWLOON, HONG KONG

Dipl., Hong Kong Baptist College, 1986

M.Div., Hong Kong Baptist Theological
Seminary, 1987

Jung-Sook Lee Choi

SEOUL, KOREA

B.A., Ewha Womans University, 1982

M.Div., Asian Center for Theological Studies and
Mission, Seoul, 1986

Sang Kyung Chun

NEW YORK CITY, NEW YORK

B.Econ., Seoul National University, 1978

M.Div., Princeton Theological Seminary, 1986
Th.M., 1987

Kathryn Lee De Witt

SODUS, NEW YORK

B.A., Hope College, 1985

M.Div., Colgate Rochester/Bexley Hall/Crozer,
1988

Elisa Carol Diller

WILMINGTON, DELAWARE

A.B., University of Delaware, 1977

M.Div., Princeton Theological Seminary, 1987

Susan Jane Dunlap

BALTIMORE, MARYLAND

A.B., University of California, San Diego, 1978

M.Div., Princeton Theological Seminary, 1981

Th.M., Duke University Divinity School, 1988

Brian Janeway Fitzgerald

SOUTH BEND, INDIANA

B.A., Bethel College, Indiana, 1984

M.Div., Lutheran School of Theology, Chicago,
1988

David Milton Freedholm

NORTH EASTON, MASSACHUSETTS

B.A., Gustavus Adolphus College, 1983

M.Div., North Park Theological Seminary, 1988

Antoinette Irene Goodwin

CLARKSBURG, WEST VIRGINIA

B.S., Springfield College, Massachusetts, 1973

M.Div., Princeton Theological Seminary, 1987

Nancy Joy Gorsuch

CONGERS, NEW YORK

B.A., University of Iowa, 1974

M.Div., Princeton Theological Seminary, 1977

Paul Ara Haidostian

BEIRUT, LEBANON

A.B., Haigazian College, 1984

M.Div., Near East School of Theology, 1987

Th.M., Princeton Theological Seminary, 1988

Mark Harding

NEWTOWN, NSW, AUSTRALIA

B.A., University of Tasmania, 1973;

B.A. (Hons), 1974

B.D. (Hons), University of London, 1979

William Harold Jacobsen

ROBBINSVILLE, NEW JERSEY

A.B., Macalester College, 1970

M.Div., Bethel Theological Seminary, 1976

Th.M., Princeton Theological Seminary, 1987

Loren Lavern Johns

SCOTTSDALE, PENNSYLVANIA

B.A., Goshen College, 1977

M.Div., Goshen Biblical Seminary, 1984

Scott Edgar Johnston

MORA, MINNESOTA

B.A., Saint Olaf College, 1986

M.Div., Yale University Divinity School, 1989

Paul Charles Kemeny

DURHAM, NORTH CAROLINA

B.A., Wake Forest University, 1983

M.A.R., Westminster Theological Seminary,
1986; M.Div., 1987

Th.M., Duke University Divinity School, 1988

Allan Clifton Lane

TORONTO, ONTARIO, CANADA

A.B., University of Toronto, 1986

M.Div., Princeton Theological Seminary, 1989

John Gary LeMond

ST. LOUIS PARK, MINNESOTA

A.B., University of South Florida, 1974

M.Div., Luther Northwestern Seminary, 1981

Th.M., Princeton Theological Seminary, 1987

George Peter Liacopulos

DENVER, COLORADO

B.A., Bates College, 1983

M.Div., Holy Cross Greek Orthodox School of
Theology, 1986**Gregory William Love**

PORTLAND, OREGON

A.B., Pacific Lutheran University, 1983

M.Div., Princeton Theological Seminary, 1988

Robert Keith Martin

CAMBRIDGE, MASSACHUSETTS

A.B., Louisiana College, 1981

M.Div., Princeton Theological Seminary, 1985

Alyce Mundi McKenzie

NEWTOWN, PENNSYLVANIA

A.B., Bryn Mawr College, 1977

M.Div., Duke University Divinity School, 1980

Douglas Brent Miller

PHOENIX, ARIZONA

B.L.A., Oral Roberts University, 1977

M.Div., Goshen Biblical Seminary, 1988

Bonnie Lynn Goding Pattison

SCHAUMBURG, ILLINOIS

A.B. Bethel College, Minnesota, 1981

M.A.T., College of Saint Thomas, 1983

M.Div., Bethel Theological Seminary, 1986

Th.M., Princeton Theological Seminary, 1987

Raymond Hubert Reimer

TOPEKA, KANSAS

B.A., Bethel College, Kansas, 1976

M.Div., Mennonite Biblical Seminary, 1983

Andre Resner, Jr.

WOODBURY, NEW JERSEY

A.B., Pepperdine University, 1989

M.Div., Princeton Theological Seminary, 1988

Kenneth Irwin Rothman

NEW YORK CITY, NEW YORK

A.B., New York University, 1960

M.A., Harvard University, 1962

J.D., Columbia University, 1977

M.Div., Princeton Theological Seminary, 1989

Reinhilde Ute Friedegard Ruprecht

ERLANGEN, WEST GERMANY

Mag. Theol., University of Erlangen, 1988

Raymond Mark Shipp

AGOURA HILLS, CALIFORNIA

A.B., Pepperdine University, 1977

M.Div., Princeton Theological Seminary, 1988

Scott Richard Austin Starbuck

GLEN ELLYN, ILLINOIS

A.B., Whitworth College, 1985

M.Div., Princeton Theological Seminary, 1988

Stanley Brian Stratton

PIKEVILLE, KENTUCKY

A.B., Pikeville College, 1981

M.Div., Princeton Theological Seminary, 1984

Loren Theo Stuckenbruck

JOHNSON CITY, TENNESSEE

A.B., Milligan College, 1981

M.Div., Princeton Theological Seminary, 1986

Peter Arpad Sulyok

BINGHAMTON, NEW YORK

A.B., Rutgers University, 1977

M.Div., Princeton Theological Seminary, 1980;

Th.M., 1981

Thomas Robert Thompson

KALAMAZOO, MICHIGAN

B.A., Western Michigan University, 1978

M.Div., Calvin Theological Seminary, 1986

Douglas Mark Thorpe

CHICAGO, ILLINOIS

A.B., North Park College, 1981

M.Div., Princeton Theological Seminary, 1984

Thomas Worth Walker

DECATUR, GEORGIA

B.S., Davidson College, 1984

M.Div., Columbia Theological Seminary, 1988

Other Current Candidates

Wayne Frederick Albertson

A.B., Michigan State University, 1967

M.Div., Methodist Theological School in Ohio,

1970

Steven Richard Bechtler

A.B., Oral Roberts University, 1982; M.A.,

1984

M.Div., Fuller Theological Seminary, 1986

Amanda Lee Berry Wylie

A.B., Duke University, 1981

M.Div., Duke University Divinity School, 1984

Kathleen Diane Billman

A.B., Muskingum College, 1972

M.Div., Princeton Theological Seminary, 1977;

Th.M. 1986

Nancy Ruth Bowen

A.B., University of California, San Diego, 1978

M.Div., School of Theology at Claremont, 1985

Scott Arthur Bruzek

A.B., Stanford University, 1979

M.Div., Concordia Seminary, St. Louis, 1985

Bonnie Lee Leslie Burnett

A.B., McMaster University, 1974

M.Div., Atlantic School of Theology, 1977

Th.M., Princeton Theological Seminary, 1982

Warren Christopher Carter

A.B., Victoria University of Wellington, 1976;

A.B.(Hons), 1977

B.D., Melbourne College of Divinity, 1985

Kimberly Parsons Chastain

A.B., College of Wooster, 1980

M.Div., Pittsburgh Theological Seminary, 1985

George Euripides Christulides*

A.B., Harvard University, 1979

M.Div., Holy Cross Creek Orthodox School of

Theology, 1982

Ian Cameron Coats

B.Sc., University of Adelaide, 1975;

B.Sc.(Hons), 1976

B.D., Melbourne College of Divinity, 1982

* Mr. Christulides died on October 18, 1989.

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A.B., Hope College, 1976
 M.A., Michigan State University, 1982
 M.Div., Princeton Theological Seminary, 1985

Terry Lee Cross

A.B., Lee College, Tennessee, 1978
 M.A., Ashland Theological Seminary, 1980;
 M.Div., 1982
 Th.M., Princeton Theological Seminary, 1983

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A.B., Saint Mary's Seminary and University,
 1978; M.A., 1982

Patricia Ellen Howerly Davis

A.B., Indiana University, Indiana, 1975
 M.Div., Princeton Theological Seminary, 1984

Linda Marie Day

A.B., Harvard University, 1985
 M.A.R., Eastern Baptist Theological Seminary,
 1987

Stephen Frederick Dintaman

A.B., Goshen College, 1973
 M.Div., Goshen Biblical Seminary, 1977

Robert Craig Dykstra

A.B., Whitworth College, 1979
 M.Div., Princeton Theological Seminary, 1982

Janet Ann Brisco Flag

A.B., Vanderbilt University, 1973
 M.Ed., Georgia State University, 1975
 M.Div., Columbia Theological Seminary, 1981

Robert Albert Gagnon

A.B., Dartmouth College, 1981
 M.T.S., Harvard Divinity School, 1987

Theodore Alexander Gill, Jr.

A.B., University of Wisconsin, 1972
 M.Div., Princeton Theological Seminary, 1975
 M.Litt., University of Oxford, 1984

Katherine Bauman Griffis

A.B., Harvard University, 1978
 M.Div., Princeton Theological Seminary, 1981

Nancy Lammers Gross

B.S., Willamette University, 1978
 M.Div., Princeton Theological Seminary, 1981

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A.B., Oral Roberts University, 1979; M.A.,
 1985

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A.B., Gettysburg College, 1972
 M.Div., Lutheran Theological Seminary,
 Gettysburg, 1977

Jefferies Mock Hamilton

A.B., Davidson College, 1982
 M.Div., Union Theological Seminary, Virginia,
 1985

James Steven Hanson

A.B., Saint Olaf College, 1983
 M.Div., Luther Northwestern Theological
 Seminary, 1987

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B.B.S., Western Bible College, 1975
 M.C.S., Regent College, 1980

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A.B., Midland Lutheran College, 1976
 M.Div., Lutheran Theological Seminary,
 Gettysburg, 1980

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A.B., Stanford University, 1979
 M.Div., Princeton Theological Seminary, 1982

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A.B., Stanford University, 1979
 M.Div., Princeton Theological Seminary, 1982

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A.B., Austin College, 1973
 M.Div., Austin Presbyterian Theological
 Seminary, 1977

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A.B., Presbyterian Theological Seminary, Seoul,
 1978; M.Div., 1980
 Th.M., Princeton Theological Seminary, 1987

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A.B., Lehigh University, 1982

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A.B., Augustana College, South Dakota, 1980
 M.Div., Luther Northwestern Theological
 Seminary, 1985

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A.B., Lafayette College, 1977
 M.Div., Princeton Theological Seminary, 1980;
 Th.M., 1983

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Philadelphia, 1980

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A.B., Duke University, 1978
M.Div., Princeton Theological Seminary, 1983

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A.B., International Christian University, Tokyo,
1979
Th.M., Tokyo Union Theological Seminary, 1982

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B.Th.(Hons), University of South Africa, 1983
Th.M., Princeton Theological Seminary, 1986

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A.B., Susquehanna University, 1978
M.Div., Lutheran Theological Seminary,
Philadelphia, 1983

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B.D., Saint Paul's United Theological College,
Kenya, 1980
M.A., Louisville Presbyterian Theological
Seminary, 1985

Setriakor Kobla Nyomi

A.B., University of Ghana, 1978
S.T.M., Yale University Divinity School, 1981

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A.B., Northeastern Bible College, 1980
M.Div., Fuller Theological Seminary, 1983
ThM., Princeton Theological Seminary, 1985

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L.Th., Presbyterian Theological Seminary,
Mexico, 1965
A.B., Rider College, 1975
Th.M., Princeton Theological Seminary, 1976

Garry Otis Parker

A.B., Taylor University, 1964
M.Div., Asbury Theological Seminary, 1968

Carolyn Jo Pressler

A.B., Kalamazoo College, 1975
M.Div., Wesley Theological Seminary, 1986

Daniel Bryan Reese

A.B., Whitworth College, 1984
M.Div., Princeton Theological Seminary, 1986

Don Carl Richter

A.B., Davidson College, 1978
M.Div., Princeton Theological Seminary, 1981

Frank Rogers, Jr.

A.B., Anderson College, Indiana, 1980
M.Div., Princeton Theological Seminary, 1984

Jeffrey Scott Rogers

A.B., North Carolina Central University, 1980
M.Div., Southwestern Baptist Theological
Seminary, 1983

Kenneth James Ross

A.B., Lafayette College, 1972
M.Div., Andover Newton Theological School,
1978
Th.M., Princeton Theological Seminary, 1985

Charles Thomas Rush, Jr.

A.B., Wake Forest University, 1979
M.Div., Southern Baptist Theological Seminary,
1983

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A.B., San Jose Bible College, 1975
M.Div., Emmanuel School of Religion,
Tennessee, 1980

Gordon John Schultz

A.B., North Park College, 1970
M.Div., Princeton Theological Seminary, 1973

Donald Reid Schweitzer

A.B., University of Toronto, 1979
M.Div., Queens University, Canada, 1982

Mark Arthur Seifrid

B.S., University of Illinois, 1975
M.Div., Trinity Evangelical Divinity School,
1984; M.A., 1984

Jeyachandran David Singh

B.A., University of Madras, 1974
B.D., Serampore University, 1978
Th.M., Princeton Theological Seminary, 1989

Andrea Louise Sterk

A.B., Columbia University, 1979
M.T.S., Regent College, 1988

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A.B., Houghton College, 1978
M.Div., Princeton Theological Seminary, 1981

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Th.B., Union Theological Seminary, Cavite,
1976
A.B., Philippine Christian University, 1980
Th.M., Princeton Theological Seminary, 1981

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A.B., Hope College, 1976
M.Div., Western Theological Seminary, 1981

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A.B., University of North Carolina, 1973
D.Min., Union Theological Seminary, Virginia,
1979

Wesley Irwin Toews

A.Div., University of Winnipeg, 1976; M.A.,
1980

Leanne Van Dyk

A.B., Calvin College, 1977
M.A., Western Michigan University, 1981
M.Div., Calvin Theological Seminary, 1987

Arthur Warren Walker-Jones

A.B., Oral Roberts University, 1981
M.Div., Princeton Theological Seminary, 1984

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A.B., College of William and Mary, 1978
M.Div., Princeton Theological Seminary, 1983

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Dipl., Helderberg College, South Africa, 1973
A.B., University of South Africa, 1974;
Th.B.(Hons), 1979
M.A., Andrews University, 1985

James Bradley Wigger

B.S., Southeast Missouri State University, 1981
M.Div., Louisville Presbyterian Seminary, 1984

Edward James Wojtczak

A.B., South-Eastern Bible College, 1975
M.Div., Columbia Theological Seminary, 1980

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A.B., Temple University, 1965
M.Div., Princeton Theological Seminary, 1982;
Th.M., 1984

Edmund Za Bik

B.Th., Burma Institute of Theology, 1974; B.D.,
1979
Th.M., Princeton Theological Seminary, 1987

Gordon Mark Zerbe

A.B., Tabor College, 1976
M.A., Mennonite Brethren Biblical Seminary,
1979

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A.B., Rutgers University, 1971
M.Div., Lutheran Theological Seminary,
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M.Div., Talbot Theological Seminary, 1974

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B.A., Ohio Northern University, 1973
M.Div., Wartburg Theological Seminary, 1977

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OLANTA, SOUTH CAROLINA
B.A., Furman University, 1973
M.Div., Southeastern Baptist Theological
Seminary, 1982

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A.B., Fort Lewis College, 1976
M.A., University of Colorado, Boulder, 1982
M.Div., Princeton Theological Seminary, 1985

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M.Div., McCormick Theological Seminary, 1985

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B.S., Mankato State University, 1966

M.Div., United Theological Seminary of the
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A.B., Lycoming College, 1972

M.Div., Drew University School of Theology,
1975**Ching-Hsiang Chang**

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M.Div., Tainan Theological College, 1977

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M.Div., Drew University School of Theology,
1959

Th.M., Harvard Divinity School, 1968

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M.Div., McCormick Theological Seminary, 1973

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B.A., University of the South, 1962

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AKRON, MICHIGAN

A.B., Taylor University, 1968

A.M., University of Michigan, 1971

M.Div., Trinity Evangelical Divinity School,
1977; Th.M., 1980**Virginia Leopold**

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A.B., Wilson College, 1963

M.Ed., Temple University, 1968

M.Div., Princeton Theological Seminary, 1985

Stephens Gilbert Lytch

CRANBURY, NEW JERSEY

A.B., University of North Carolina, 1975

M.Div., Princeton Theological Seminary, 1978

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A.B., University of Michigan, 1975

M.Div., Southern Baptist Theological Seminary,
1980**John Griffin McFayden**

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A.B., University of North Carolina, 1978

M.Div., Princeton Theological Seminary, 1981

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IPSWICH, MASSACHUSETTS

B.A., University of Massachusetts

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DAYTON, NEW JERSEY

A.B., Jamestown College, 1976

M.Div., Princeton Theological Seminary, 1980

James Nowell Newton, Jr.

FORT WORTH, TEXAS

B.A., McMurry College, 1971

M.Th., Perkins School of Theology, 1975

Vance Ernest Polley

RYE, NEW YORK

A.B., Davidson College, 1979

M.Div., Princeton Theological Seminary, 1983

Linda Mahan Porter

ALLENTOWN, NEW JERSEY

B.S., Eastern Kentucky University, 1962
 M.Div., Eastern Baptist Theological Seminary,
 1982

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B.A., Queen's University, Belfast, 1974;
 B.D.(Hons), 1977

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WELLINGTON, KANSAS

A.B., California Baptist College, 1972
 M.Div., Princeton Theological Seminary, 1986

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BELFAST, NORTHERN IRELAND

B.A., Queen's University, Belfast, 1954
 B.D., University of London, 1978

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EAST BRUNSWICK, NEW JERSEY

A.B., Davidson College, 1961
 B.D., Princeton Theological Seminary, 1964

Mark Powers Thomas

PORT HURON, MICHIGAN

A.B., Duke University, 1975
 M.Div., Princeton Theological Seminary, 1980

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DALTON, GEORGIA

A.B., Davidson College, 1963
 B.D., Union Theological Seminary, Virginia,
 1968

Randall Tremba

SHEPHERDSTOWN, WEST VIRGINIA

A.B., Wheaton College, Illinois, 1969
 M.Div., Fuller Theological Seminary, 1973

Noel Dean Vanek

DENVER, COLORADO

B.A., Kenyon College, 1974
 M.Div., Union Theological Seminary, New York,
 1979

Zoltan Istvan Vass

NEW YORK CITY, NEW YORK

Dipl., United Reformed Theological Institution,
 Cluj, 1979
 Th.M., Princeton Theological Seminary, 1988

Robert John Weingartner

INDIANAPOLIS, INDIANA

B.A., Oral Roberts University, 1979
 M.Div., Pittsburgh Theological Seminary, 1982

Stephen Paul Wende

SAN ANTONIO, TEXAS

B.A., University of Texas, 1973
 M.Div., Yale University Divinity School, 1976

Daniel Charles Wilkers

GREENVILLE, NORTH CAROLINA

A.B., Rutgers University, 1970
 M.Div., Union Theological Seminary, Virginia,
 1974; Th.M., 1975

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A.B., University of Virginia, 1966
 S.T.B., General Theological Seminary, 1969

Thomas Sands Baker

A.B., Denison University, 1966
 M.Div., Princeton Theological Seminary, 1969

Jerome Woods Berryman II

A.B., University of Kansas, 1959
 B.D., Princeton Theological Seminary, 1962
 J.D., University of Tulsa, 1969

Allan Carl Bjornberg

A.B., University of New Mexico, 1969
 M.Div., Northwestern Lutheran Theological
 Seminary, 1973

Craig Alan Boehlke

A.B., Capital University, Ohio, 1969
 M.Div., Trinity Lutheran Seminary, 1973

Thomas Parry Borland

A.B., University of Florida, 1969
 M.A.T., Stetson University, 1972
 M.Div., Union Theological Seminary, Virginia,
 1977
 S.T.M., Yale University Divinity School, 1978

William Carlton Browne

A.B., College of Wooster, 1971
 M.Div., Vanderbilt University Divinity School,
 1975

Philip David Brumbaugh

A.B., Pennsylvania State University, 1974
 M.Div., Gordon-Cronwell Theological Seminary,
 1978

John Roger Bucka

A.B., Concordia Senior College, 1971
 M.Div., Lutheran School of Theology, Chicago,
 1975

Robert Bruce Bushong

A.B., Stetson University, 1974
 M.S.W., Florida State University, 1976
 M.Div., Duke University Divinity School, 1981

Clyde Meredith Carleton

A.B., Saint Olaf College, 1956
 B.D., Wartburg Theological Seminary, 1961

Floyd Wilkins Churn

A.B., University of Richmond, 1965
 B.D., Princeton Theological Seminary, 1968

Abel Clemente-Vazquez

Dipl., Presbyterian Theological Seminary,
 Mexico, 1951
 Ph.L., National University, Mexico, 1969
 S.T.M., University of Edinburgh, 1975

James Coffield Cooke, Jr.

A.B., University of North Carolina, 1962
 M.Div., University of the South, 1967

Robert Raymond Covington, Jr.

A.B., Bethel College, Tennessee, 1960
 B.D., Cumberland Presbyterian Theological
 Seminary, 1962
 M.S., Long Island University, 1973
 M.A., Central Michigan University, 1980

Michael Bruce Curry

A.B., Hobart College, 1975
 M.Div., Yale University Divinity School, 1978

Daniel Whitby De Groot

A.B., Calvin College, 1972
 B.D., Calvin Theological Seminary, 1976

Gary Allison DeLong

A.B., Eastern Nazarene College, 1966
 B.D., Andover Newton Theological School, 1970

Lloyd George Detweiler

A.B., Thiel College, 1970
 M.Div., Lutheran School of Theology, Chicago,
 1974

Richard Clemmer Detweiler

A.B., Eastern Mennonite College, 1949
 B.D., Princeton Theological Seminary, 1966;
 Th.M., 1967

Ivan Richard Dyer

A.B., Trent University, 1978
 Dip.Th., University of Nottingham, 1979
 M.Div., Wycliffe College, Ontario, 1981

Daniel Willard Eckman

B.S., University of Maryland, 1969
 M.Div., Protestant Episcopal Theological
 Seminary, Virginia, 1972

James Charles Elder, Jr.

A.B., Mercer University, Macon, 1977
 M.Div., Southern Baptist Theological Seminary,
 1979

Robert Roger Elfvin

A.B., Ohio University, 1966
 S.T.B., Berkeley Divinity School, 1969

Arvin Leonard Engelson

A.B., Westmont College, 1970
 M.T.S., Gordon-Conwell Theological Seminary,
 1975

Dean Edwin Foose

A.B., University of Texas, 1962
 B.D., Princeton Theological Seminary, 1964;
 Th.M., 1965

Eugene Harvey Gall

A.B., University of California, Los Angeles, 1968
 M.A.R., Yale University Divinity School, 1970
 M.Div., Harvard Divinity School, 1976

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A.B., Saint Vincent College, Pennsylvania, 1964
 S.T.L., Pontifical Gregorian University, 1968
 M.S.Ed., Duquesne University, 1974

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A.B., Eckerd College, 1967
 B.D., Harvard Divinity School, 1971

John Hugh Stanley Gemmell

A.B., University of Toronto, 1959; M.A., 1967
 B.D., Emmanuel College, Toronto, 1964
 S.T.M., Andover Newton Theological School,
 1970

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A.B., Grove City College, 1969
M.Div., Princeton Theological Seminary, 1972

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A.B., Cascade College, 1955
M.Div., Fuller Theological Seminary, 1958

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A.B., Wake Forest University, 1965
S.T.B., General Theological Seminary, 1968
Th.M., Princeton Theological Seminary, 1985

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A.B., Central Methodist College, 1959
M.Div., Garrett-Evangelical Theological Seminary, 1963

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A.B., Don Bosco College, New Jersey, 1965
M.L.S., Saint John's University, New York, 1968
M.R.E., Pontifical College Josephinum, 1970
S.T.M., Saint Mary's Seminary and University, 1972

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A.B., Maryville College, 1957
M.Div., Princeton Theological Seminary, 1966

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B.Sc., University of Windsor, 1975
M.Div., Queen's Theological College, Ontario, 1978

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A.B., Bethel College, Minnesota, 1967
M.Div., Bethel Theological Seminary, 1971

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A.B., University of New Zealand, 1952; M.A., 1953
L.Th., Saint John's College, New Zealand, 1955
Th.M., Princeton Theological Seminary, 1964

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A.B., Iowa Wesleyan College, 1979
M.Div., United Theological Seminary, Ohio, 1982

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A.B., Westminster College, Pennsylvania, 1960
B.D., Princeton Theological Seminary, 1963;
Th.M., 1965

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A.B., College of Wooster, 1976
M.Div., Harvard Divinity School, 1979

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A.B., Saint Mary's Seminary and University, 1956; S.T.B., 1958; S.T.L., 1960

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B.S., Slippery Rock University of Pennsylvania, 1968
M.Div., Princeton Theological Seminary, 1973

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B.S., Northwestern College, Iowa, 1970
M.Div., Western Theological Seminary, 1974

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A.B., Monmouth College, New Jersey, 1969
M.A., University of Maine, 1971
M.Div., Princeton Theological Seminary, 1976

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A.B., Emory University, 1958
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M.Div., Mount Saint Alphonsus Seminary, 1972;
M.R.E., 1973

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A.B., Tufts University, 1974
M.Ed., American International College, 1976
M.Div., Yale University Divinity School, 1977

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A.B., Whittier College, 1971
M.Div., Princeton Theological Seminary, 1974

Christian William Matthews, Jr.

A.B., King's College, New York, 1956
M.Ed., University of Delaware, 1961
B.D., Eastern Baptist Theological Seminary, 1962
Th.M., Princeton Theological Seminary, 1965

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A.B., Valdosta State College, 1970
M.Ed., Georgia State University, 1974
M.Div., Princeton Theological Seminary, 1981

Stephen Alan McDougall

A.B., Grove City College, 1974
M.Div., McCormick Theological Seminary, 1978

Ronald Duncan McMenamin

A.B., University of Dubuque, 1964
B.D., Dubuque Theological Seminary, 1967

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A.B., Saint Joseph's Seminary, New York,
1969; M.Div., 1972
M.S.Ed., Iona College, 1978

Patricia Stauffer Medley

A.B., Muhlenberg College, 1972
M.Div., Princeton Theological Seminary, 1976

Floyd Jackson Mercer II

A.B., Vanderbilt University, 1976
M.Div., Southern Baptist Theological Seminary,
1980

Jonathan Edwin Miller

A.B., Trinity College, Connecticut, 1971
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Joseph Emerson Miller

A.B., Taylor University, 1967
M.Div., Asbury Theological Seminary, 1971

John Richard Moody

A.B., University of Redlands, 1975
M.Div., Princeton Theological Seminary, 1978

Larry Thomas Nallo

B.S., Bloomsburg University of Pennsylvania,
1969
M.Div., Colgate Rochester/Bexley Hall/Crozer,
1973

John Martin Nelsen

A.B., Westminster College, Missouri, 1976
M.Div., Princeton Theological Seminary, 1979

James Richard Newby

A.B., Friends University, 1971
M.Div., Earham School of Religion, 1977

Wade Montfortt Nye

B.S., Cornell University, 1966
B.D., Princeton Theological Seminary, 1969

John Olofson, Jr.

A.B., Syracuse University, 1953
M.Div., Yale University Divinity School, 1956

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M.Div., Protestant Episcopal Theological
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Philip Joseph Reed

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M.Div., Princeton Theological Seminary, 1981

William Lance Roberds

A.B., Phillips University, 1965
B.D., Perkins School of Theology, 1968

Carl Darcy Rosenblum

A.B., Johns Hopkins University, 1965
B.D., Theological Seminary of the Reformed
Episcopal Church, 1965

Fred A Ryle, Jr.

A.B., Occidental College, 1957
B.D., Union Theological Seminary, New York,
1961

Jeffrey Kenneth Salkin

A.B., State University of New York, Purchase,
1976
M.A.H.L., Hebrew Union College, 1980

Carl Hersch Satre

A.B., Carthage College, 1956
B.D., Hamma Divinity School, 1959
M.A., University of Notre Dame, 1964

Robert Louis Seaman

A.B., College of Wooster, 1957
M.Div., Union Theological Seminary, New York,
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Robert Brown Setzer, Jr.

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M.Div., Southern Baptist Theological Seminary,
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A.B., University of Dublin, 1958
Dipl.Ed., Queen's University, Belfast, 1961

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B.S., West Chester University, 1963
B.D., Princeton Theological Seminary, 1968

Paul Speros Stavrakos

B.S., Western Michigan College, 1958
B.D., Christian Theological Seminary, 1962
Th.M., Princeton Theological Seminary, 1969

Richard Harry Stearns

A.B., Colgate University, 1954
B.D., Princeton Theological Seminary, 1960

James Reherd Steele

A.B., College of Wooster, 1960
M.Div., Princeton Theological Seminary, 1963

Brenda Jane Stiers

A.B., DePauw University, 1960
M.S., Southern Connecticut State University,
1968
M.Div., Yale University Divinity School, 1983

Larry Gordon Suntken

A.B., Central College, Iowa, 1959
B.D., New Brunswick Theological Seminary,
1962

Leslie Gene Svendsen

A.B., Augustana College, South Dakota, 1964
B.D., Luther Northwestern Theological
Seminary, 1968

Emil Makennen Thomas

A.B., Bishop College, 1977
M.Div., Union Theological Seminary, New York,
1980

Susan Louise Thornton

A.B., Rhodes College, 1968
M.Div., Union Theological Seminary, New York,
1973

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A.B., Amherst College, 1963
M.Div., Union Theological Seminary, New York,
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James Christopher Torrey

A.B., College of Wooster, 1974
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1978

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A.B., Southern Methodist University, 1961
B.D., Duke University Divinity School, 1964;
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A.B., Gordon College, 1952
B.D., Fuller Theological Seminary, 1957
Th.M., Eastern Baptist Theological Seminary,
1962

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A.B., Oakwood College, 1967
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A.B., Presbyterian College, South Carolina, 1965
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William Ross Warfield

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Timothy Ivan Thomas

CHARDON, OHIO

A.B., University of Akron, 1987

Susan Lynne Thompson

EDMOND, OKLAHOMA

B.S.Ed., Central Michigan University, 1971

M.F.A., Eastern Michigan University, 1974

Charles Morgan Trotter

HUNTSVILLE, ALABAMA

A.B., Huntingdon College, 1986

Gerald Roger Voie

TULSA, OKLAHOMA

B.A., Oral Roberts University, 1985

Christy Jo Waltersdorff

YORK, PENNSYLVANIA

B.S., Pennsylvania State University, 1983

Michael Shane Warburton

CONCORD, NORTH CAROLINA

A.B., King College, Tennessee, 1987

Kim Renee Waterman

LOS ANGELES, CALIFORNIA

B.A., University of California, Los Angeles, 1987

Daniel Wayne Wessner

PALO ALTO, CALIFORNIA

A.B., Stanford University, 1979

J.D., University of Virginia, 1983

Shannon Adele White

WINSTON-SALEM, NORTH CAROLINA

B.S., Auburn University, 1981

Deborah Elaine Wilkinson

PISCATAWAY, NEW JERSEY

A.B., Oklahoma Baptist University, 1984

M.A., Princeton Theological Seminary, 1988

Kristen Carol Will

SPOKANE, WASHINGTON

B.A., Whitworth College, 1987

Gary Anthony Williams

DETROIT, MICHIGAN

A.B., Wayne State University, 1982

Phillip James Wilson

EDISON, NEW JERSEY

B.I.E., Georgia Institute of Technology, 1982

Steven Warren Wilson

PRINCETON, NEW JERSEY

A.B., Ohio University, 1979

Katherine Blair Wissman

ST. LOUIS, MISSOURI

B.S., University of Richmond, 1986

James Marshall Wood, Jr.

WEST COLUMBIA, SOUTH CAROLINA

B.A., University of South Carolina, 1987

John William Wurster

WICHITA FALLS, TEXAS

A.B., Trinity University, Texas, 1987

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SEATTLE, WASHINGTON
A.B., University of Washington, 1984

Interns

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CHARLOTTE, NORTH CAROLINA
A.B., University of North Carolina, 1987

David Gordon Carpenter
FAIR HAVEN, NEW JERSEY
A.B., Eastern College, 1987

Timothy Jude Galligan
MILLBRAE, CALIFORNIA
A.B., University of San Francisco, 1972; J.D.,
1977
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Albert Lee Gillin
LEWISTON, IDAHO
B.S., Lewis-Clark State College, Idaho, 1988

Richard Wesley Haythorne III
DALLAS, TEXAS
B.A., Austin College, 1987

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CHARLOTTE, NORTH CAROLINA
A.B., Davidson College, 1980
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LA VERNE, CALIFORNIA
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1987

Linda Jean Lloyd
WILMINGTON, DELAWARE
B.S., University of Delaware, 1987

Lauren Joanne McFeaters
NEW YORK CITY, NEW YORK
B.S., Emerson College, 1982

Roger Edmond Patton
HELENA, ARKANSAS
A.B., Rhodes College, 1987

Anders Paul Pedersen
ROCHESTER, MINNESOTA
B.I.S., Eastern Kentucky University, 1986

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BERKELEY HEIGHTS, NEW JERSEY
A.B., Gettysburg College, 1986

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ERIE, PENNSYLVANIA
B.S., Pennsylvania State University, 1987

Middle Class

Lynnmarie Lee Alloway
WAYNE, NEW JERSEY
B.A., Westminster College, Pennsylvania, 1979

Darshan Niranjana Ambalavanar
VADDUKODDAI, SRI LANKA
B.A., University of Reading, 1986

Dale Peter Andrews
MERIDEN, CONNECTICUT
B.A., Wesleyan University, 1983

Jon Mehrdad Armajani
GLENCOE, ILLINOIS
B.A., Oberlin College, 1988

Roberta Ryan Arrowsmith
TRENTON, NEW JERSEY
B.A., Trenton State College, 1988

Wendell Elliott Baisden
HADDONFIELD, NEW JERSEY
B.A., Thomas A. Edison State College, 1988

Robert William Bellin, Jr.
LARGO, FLORIDA
B.A., Oral Roberts University, 1988

Christopher Charles Berg
SPOKANE, WASHINGTON
A.B., Whitworth College, 1988

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FRANKLIN, MICHIGAN
B.S., University of Michigan, 1986

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B.A., Davidson College, 1987

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Maurice Steven Briere

MOODY, MAINE

B.A., Gordon College, 1988

Christopher Robin Brundage

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B.S.E.E., University of Nevada, Reno, 1986

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VIRGINIA BEACH, VIRGINIA

B.S., Liberty University, 1988

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B.A., Southeastern Bible College, 1969

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SOUTH PLAINFIELD, NEW JERSEY

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Christopher Jerome Carter

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RAHWAY, NEW JERSEY

B.A., Bennett College, 1956

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Deborah Moy Cordonnier

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Mary Catherine Costantino

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Laura Leigh Coston

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Julie Michele Cowie

BLOOMFIELD HILLS, MICHIGAN

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Brian Philip Croak

HIGHLANDS, NEW JERSEY

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Noelle Damico

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B.A., Brown University, 1988

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B.Sc., University of Adelaide, 1980

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B.S., Colorado State University, 1985

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MEDIA, PENNSYLVANIA

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Theddeus Jay Kim

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MADISON, NEW JERSEY

B.A., Drew University, 1988

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B.A., Albright College, 1963

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M.A., New York University, 1972

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CHARLOTTE, NORTH CAROLINA

Dipl., Dokkyo University, 1982

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SALINAS, CALIFORNIA

B.A., University of California, Irvine, 1988

Stephen Mark LaSor

CORONA DEL MAR, CALIFORNIA

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Seung-Joon Lee

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B.A., Korea University, 1985

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Berlinda Anieta Love

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B.S., Trenton State College, 1978

M.A., Rider College, 1987

Joseph Moody Martin, Jr.

DECATUR, GEORGIA

B.A., King College, Tennessee, 1987

Arthur Anthony McCaffrey

SOUTH AMBOY, NEW JERSEY

B.A., Rutgers University, 1984

Michael Anthony McCloskey

BOULDER, COLORADO

B.A., University of Colorado, 1988

David James McGurk

LOS OLIVOS, CALIFORNIA

M.A., Fuller Theological Seminary, 1979

Carol Antablin Miles

SANTA ANA, CALIFORNIA

B.A., University of California, Berkeley, 1983

M.A., University of Southern California, 1986

Gregg William Miller

FULLERTON, CALIFORNIA

B.A., California State University, Fullerton,
1988

Steven Bailey Miller

ROLLING HILLS ESTATES,
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B.S., California State Polytechnic University,
Pomona, 1987

John Charles Minihan

OLON, OHIO

B.A., Tarkio College, 1985

William McKinley Mizell

BRONX, NEW YORK

A.B., Fordham University, 1978

James William Moore

CULLOWHEE, NORTH CAROLINA

B.S., Milligna College, 1968

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COLUMBIA, MISSOURI

A.B., Harvard University, 1985

Scott Neal Morschauser

LINDENWOLD, NEW JERSEY

B.A., Gettysburg College, 1977

M.A., Johns Hopkins University, 1980; Ph.D.,
1987

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ISLE OF PALMS, SOUTH CAROLINA

B.S., The Citadel, Military College of South
Carolina, 1957

M.D., Duke University, 1961

Margaret Elizabeth Kerr Myers

PRINCETON, NEW JERSEY

B.A., Monmouth College, Illinois, 1985

Wayne Jeffrey Myers

YARDLEY, PENNSYLVANIA

B.S.M.E., Lafayette College, 1982

Damayanthi Mercy Arulratnum
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GENEVA, SWITZERLAND

B.A., Saint Olaf College, 1988

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MANHASSET, NEW YORK

A.B., Princeton University, 1982

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B.S., Pennsylvania State University, 1985

Bruce Paul Pajot

SPRINGFIELD, MISSOURI

B.S., Lowell Technological Institute, 1975

Eric Joseph Pasanchin

LEBANON, NEW JERSEY

B.A., Rutgers University, 1988

Kimberly Ruth Pate

ALLENTOWN, NEW JERSEY

B.A., Rutgers University, 1988

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CANOGA PARK, CALIFORNIA

B.S., Portland State University, 1973

M.P., University of Southern California, 1975

Margaret Hayes Prescott

PRINCETON, NEW JERSEY

A.B., Brown University, 1966

Richard Alan Price

WAPPINGERS FALLS, NEW YORK

B.A., Geneva College, 1979

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ARCADIA, CALIFORNIA

B.S.Ed., Malone College, 1983; A.B., 1983

Richard Samuel Rawls

FRESNO, CALIFORNIA

B.A., Fresno Pacific College, 1987

Thomas Franklin Rice

PENFIELD, NEW YORK

A.B., Harvard University, 1985

Linda Marie Rogge

BRIDGEWATER, NEW JERSEY

B.A., Old Dominion University, 1988

Christopher Rosati

EAST HANOVER, NEW JERSEY

A.B., Montclair State College, 1987

Karl Wesley Rossdeutscher

STOUGHTON, WISCONSIN

B.A., Asbury College, 1988

James Calvin Ryan

ROCKFORD, ILLINOIS

B.A., Wheaton College, Illinois, 1983

Sarah Jo Sarchet

FREELAND, MICHIGAN

B.S., Alma College, 1988

Murray Douglas Brent Scheel

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B.A., Swarthmore College, 1986

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PLEASANTON, CALIFORNIA

B.A., University of California, Santa Barbara,
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William K Schuttenhelm

MINNEAPOLIS, MINNESOTA

B.A. Minnesota Bible College, 1982

M.A.T.S., Bethel Theological Seminary, 1985

Susan Carol Mitchell Scott

WELLSBORO, PENNSYLVANIA

A.B., Bucknell University, 1968

John David Shanley

MORAGA, CALIFORNIA

B.A., Westmont College, 1987

Randall Lee Slettene

GLENDALE, CALIFORNIA

B.A., Columbia Christian College, 1987

Suzanne Marie Smith

EASTON, PENNSYLVANIA

B.A., Duquesne University, 1988

Ruth Miller Snyder

DAVIDSON, NORTH CAROLINA

B.A., Davidson College, 1987

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B.S., Dongguk University, 1975

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BUFFALO, NEW YORK

B.S., State University of New York, Fredonia,
1978

M.S.Ed., State University of New York, Geneseo,
1986

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A.B., Johns Hopkins University, 1978; M.A.,
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B.A., University of Virginia, 1987

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EATONTOWN, NEW JERSEY

B.A., Adelphi University, 1987

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B.S., University of California, Berkeley, 1986

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BETHESDA, MARYLAND

B.S., University of Maryland, 1971

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B.A., Wilberforce University, 1985

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ONTARIO, CALIFORNIA

B.A., Azusa Pacific University, 1978

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B.A., University of California, Santa Barbara,
1985

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B.S., Temple University, 1989

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SEOUL, KOREA

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TERRE HAUTE, INDIANA

B.A., Earlham College, 1985

Junior Class

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CORAM, NEW YORK

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B.A., University of North Carolina, 1978

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Christine Louise Baker

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B.S., Bowling Green State University, 1976

Peter John Balaam

AUBURN, CALIFORNIA

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Elizabeth Spencer Bartholomew

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James Wilson Bartlett

ST. JOHNSVILLE, NEW YORK

B.A., Bloomfield College, 1977

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HERMITAGE, PENNSYLVANIA

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COLUMBIA, MARYLAND

B.S., Florida A&M University, 1989

Roger Dean Bennett

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B.A., Whitworth College, 1987

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RANCHO PALOS VERDES,
CALIFORNIA

B.S. University of California, Irvine, 1989

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David Scott Casson

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Sharon Brierley Catlin

BRUNSWICK, MAINE

B.A., Union College, Kentucky, 1988

Jeffrey Lynn Chandler

GIG HARBOR, WASHINGTON

B.A., Western Washington University, 1988

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Ph.D., University of Georgia, 1989

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HOLLAND, MICHIGAN

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Donovan Drake

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Christopher F. Edwards

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Gastone Enrique Espinosa

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Kevin Eugene Finch

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B.A., Whitworth College, 1988

Murray Kendall Lancaster

DESTIN, FLORIDA

B.S., Mississippi State University, 1965

Susan Ambler Leathem

HOUSTON, TEXAS

B.B.A., Baylor University, 1989

Hyungsuck Samuel Lee

FLUSHING, NEW YORK

B.S., State University of New York, Albany,
1987

Kenneth Doo Young Lee

CHINO HILLS, CALIFORNIA

A.B., Occidental College, 1988

Youn Joo Lee

PRINCETON, NEW JERSEY

M.D., Ewha Womans University, 1978

Jacqueline Janette Lewis

WAYNE, PENNSYLVANIA

B.S., Bradley University, 1981

Samuel Joshua Lilly

JAMAICA, NEW YORK

B.A., College of New Rochelle, 1987

John William Loper

DIVIDING CREEK, NEW JERSEY

B.A., Glassboro State College, 1990

Blake Blomgren Magnuson

CHICAGO, ILLINOIS

B.A., North Park College, 1987

Marc Vernon Mason

ST. PETERSBURG, FLORIDA

B.A., Eckerd College, 1989

Steven Robert Matthies

SPOKANE, WASHINGTON

B.A., Whitworth College, 1987

Stanley Marshall McAnelly III

DALLAS, TEXAS

B.S., Texas Christian University, 1989

Alicia Ann McPherson

OCEANSIDE, CALIFORNIA

B.A., Westmont College, 1989

Jeremy Dale Morse

ST. PETERSBURG, FLORIDA

B.A., Eckerd College, 1989

Debra Duke Mosier

LARGO, FLORIDA

A.B., Dartmouth College, 1984

M.S., Washington University, St. Louis, 1988

Kathleen Mulvihill

BOUND BROOK, NEW JERSEY

B.S.N., College of Mount Saint Joseph,
Ohio, 1962

Michael Patrick Murphy

MORAGA, CALIFORNIA

B.S., California Polytechnic State University,
1987

Stephen Preston Oglesbee

DANVILLE, VIRGINIA

B.S., Indiana University, Indiana, 1986

Mark Revington Orten

ASHEVILLE, NORTH CAROLINA

B.A., University of North Carolina, 1988

Craig Andrew Owensby

FAIRFAX, VIRGINIA

B.S., University of Wisconsin, 1985; M.B.A.,
1987

Yong Ho John Paik

LOS ANGELES, CALIFORNIA

B.A., Christian Heritage College, 1988

Constance Youngmi Pak

ST. ALBANS, NEW YORK

B.F.A., Saint John's University, New York, 1986

Mary Charlotte Person

PRINCETON, NEW JERSEY

B.A., City University of New York, 1974
J.D., New York University, 1978

Karen Elizabeth Petersen

SARATOGA, CALIFORNIA

B.A., Pomona College, 1989

Emerson Byron Powery

MIAMI, FLORIDA

B.A., Lee College, Tennessee, 1989

Max Edward Reddick

HOUSTON, TEXAS

B.A., University of Arkansas, 1987

Keith Eugene Reed

SPOKANE, WASHINGTON

B.A., Whitworth College, 1989

Ronald Andrew Rienstra

GRAND RAPIDS, MICHIGAN

A.B., University of Michigan, 1987

Henry Wolfgang Rietz

HONOLULU, HAWAII

B.A., Grinnell College, 1989

Cynthia Lee Ritter

CHICAGO, ILLINOIS

B.A., Hanover College, 1984

David Gordon Robertson

FULLERTON, CALIFORNIA

B.A., University of California, San
Diego, 1989

Denise Laverne Rogers

NEW YORK CITY, NEW YORK

B.A., College of New Rochelle, 1988

Tyrone Cass Ross

RALEIGH, NORTH CAROLINA

B.A., North Carolina State University, 1989

Trevor Alan Rubingh

COLORADO SPRINGS, COLORADO

B.A., Calvin College, 1988

David Gregory Sapp

LAKE GENEVA, FLORIDA

B.A., Stetson University, 1988

Moses Vasi Savar

OLDBRIDGE, NEW JERSEY

B.Com., University of Madras, 1977
M.S.W., University of Mysore, 1980

Ruth Hutchinson Sayward

MENDHAM, NEW JERSEY

B.A., Drew University, 1981

Carol Ann Scheppard

PUTNEY, VERMONT

B.A., Wesleyan University, 1979
M.Ed., Lesley College, 1984

Charles Frank Schuler III

NORTH MUSKEGON, MICHIGAN

B.A., University of Notre Dame, 1984
M.S.W., University of Michigan, 1987

John Andrew Shuck

BILLINGS, MONTANA

B.A., University of Washington, 1989

Christopher Glen Skipp

LAKEWOOD, COLORADO

B.A., University of Colorado, 1989

Young Song

CHICAGO, ILLINOIS

B.A., Central Bible College, 1986

Beth Ann Stallinga

SIoux FALLS, SOUTH DAKOTA

B.A., Calvin College, 1989

Mary Anona Stoops

HOUSTON, TEXAS

B.S., University of Texas at Austin, 1989

Teresa Streeter

BALTIMORE, MARYLAND

B.A., Wilberforce University, 1986

Horst Streu

PLAINSBORO, NEW JERSEY

B.A., University of Bridgeport, 1979

M.A., Rutgers University, 1984

Jeannine Marie Sulyok

PRINCETON, NEW JERSEY

B.A., York College of Pennsylvania, 1988

Craig Martin Sumey

LEAWOOD, KANSAS

B.A., Baker University, 1989

James Franklin Thomas

NEWTON, MASSACHUSETTS

B.A., Haverford College, 1984

Gertrude Tisdale-Gaiter

ORANGE, NEW JERSEY

B.S., A. and T. College of North Carolina,
1969

Christine Marie Torres

OLYMPIA, WASHINGTON

B.M., University of Puget Sound, 1988

Damian Alexander Utkewicz

BLOOMFIELD, NEW JERSEY

B.A., Caldwell College, 1988

Christine Michelle Van Wyk

JOHNSTOWN, PENNSYLVANIA

B.S., Pennsylvania State University, 1989

Carole Ann Lucas Wagg

CREAM RIDGE, NEW JERSEY

B.A., Glassboro State College, 1962

Willie Earl Walker III

SCOTTS VALLEY, CALIFORNIA

B.A., Bethany Bible College, 1989

Marlowe Van Ness Washington

BRONX, NEW YORK

B.A., Saint Francis College, 1989

Kirk Lawrence Webb

BOONE, NORTH CAROLINA

B.A., Wake Forest University, 1988

Howard Lee White

MOLINE, ILLINOIS

B.A., Texas Christian University, 1989

David Mark Whitford

ENFIELD, CONNECTICUT

B.A., University of Lowell, 1989

Suzan Ellen Zink

CHARLESTON, WEST VIRGINIA

B.A., Cedarville College, 1979

M.A., Ohio State University, 1980

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS

Post-M.Div. Program

Mie Satake

KOKUBUNJI, JAPAN

B.A., Rikkyo University, 1983

M.Div., Tokyo Christian Theological Seminary,
1988

Th.M., Princeton Theological Seminary, 1989

Laura Jean Taylor de Palomino

CHARLOTTE, NORTH CAROLINA

A.B., State University of New York,
Binghamton, 1980

M.Div., Eastern Baptist Theological Seminary,
1985

Senior Class

Sylvia Marcellette Eagono
HORSHAM, PENNSYLVANIA
A.B., Geneva College, 1983

Heran Her
SEOUL, KOREA
B.A., Chongshin College, 1985

Sun Chu Kim
CLIFFSIDE PARK, NEW JERSEY
A.B., Ewha Womans University, 1981
M.A., City University of New York, 1986

Grace Young Un Park Paek
MAPLE GLEN, PENNSYLVANIA
A.B., Smith College, 1982

Sara Elizabeth Moore Rand
SCOTCH PLAINS, NEW JERSEY
B.S., East Stroudsburg State University, 1961

Mary Elizabeth Wenzler
MOORESTOWN, NEW JERSEY
A.B., Trenton State College, 1961

Anne Elizabeth Anderson
Zimmerman
SEATTLE, WASHINGTON
B.A., University of Washington, 1986

Junior Class

Janet Ann Benkendorf Brittain
PRINCETON, NEW JERSEY
B.A., Montclair State College, 1960

Deborah Mary Casson
GILBERT, ARIZONA
B.A., Colorado College, 1987

Julian Keith-Carrol Gordon Gumbs
EDISON, NEW JERSEY
B.A., King's College, New York, 1988

Alice Marie Hussey Jones
LAWRENCEVILLE, NEW JERSEY
B.A., Rider College, 1988

Amy Lynn Tresner Liacopulos
DENVER, COLORADO
B.A., University of Denver, 1987

Gary Maccaroni
TRENTON, NEW JERSEY
B.A., Trenton State College, 1986

Amy Smyth McCormick
MADISON, NEW JERSEY
A.B., Dartmouth College, 1986

Jena Oh
ARDMORE, PENNSYLVANIA
B.R.E., Valley Forge Christian College, 1988

Matthew Carey Ringenberg
UPLAND, INDIANA
B.A., Taylor University, 1988

Lenore Leslie Roitz
CLEVELAND, OHIO
B.S., Dyke College, 1989

Pearle Clare English Thomas
HIGHTSTOWN, NEW JERSEY
B.A., Trenton State College, 1965
Ed.M., Rutgers University, 1969

Kathryn Winchester Tymonko
HAMILTON SQUARE, NEW JERSEY
B.A., Bates College, 1976

Special Students ≈

GRADUATE LEVEL

Raymond William Davis

MANASSAS, VIRGINIA

M.Div., Episcopal Divinity School, Pennsylvania,
1942

Dipl., Saint Augustine's College, 1959

Th.M., Princeton Theological Seminary, 1978

Joseph Majd Kassab

ALEPPO, SYRIA

B.S., University of Aleppo, Syria, 1984

M.Div., Near East School of Theology, 1988

Th.M., Princeton Theological Seminary, 1989

Alfredo Marquez

LIBERTY, NEW YORK

B.A., Evangel College, 1982

M.Div., Assemblies of God Theological
Seminary, 1985

FIRST PROFESSIONAL LEVEL

Christhard Otto Greiling

SCHWELM, GERMANY

University of Tübingen

Carl LaMonde Lewis

PRINCETON, NEW JERSEY

A.B., Princeton University, 1987

Alfred Joseph Madden

MIDDLETOWN, NEW JERSEY

A.B., Fordham University, 1957

Joan-Constance McMillan

WANTAGE TOWNSHIP, NEW JERSEY

B.S., University of Mississippi, 1963

Margaret Ruth Robertson

OAKHURST, NEW JERSEY

B.A., Centenary College of Louisiana, 1960

M.A., University of Kansas, 1967

Nancy Reynard Winterrowd

PENNINGTON, NEW JERSEY

B.M., University of Rochester, 1966

Unclassified Students ~

ENROLLED 1989-1990

Christopher Adam Cascone
PHOENIXVILLE, PENNSYLVANIA

Sara Barnard Edwards
CRANBURY, NEW JERSEY

Florence Schroeder Ervin
BALA CYNWYD, PENNSYLVANIA

Jeffrey David Finch
BLACKWOOD, NEW JERSEY

Bruce Douglas Main
CAMDEN, NEW JERSEY

Robert Gardner Margolis
SOMERSET, NEW JERSEY

Stephen John Raison
PHILADELPHIA, PENNSYLVANIA

Nancy Hurd Schluter
PENNINGTON, NEW JERSEY

Seth Sykes
LINCOLNSHIRE, ENGLAND

ENROLLED SUMMER 1989

William Alan Alexander
LEVITTOWN, PENNSYLVANIA

Charles Kerry Anderson
DeRIDDER, LOUISIANA

Jon Gilbert Appleton
ATHENS, GEORGIA

William Allen Bingham
MADISON, NEW JERSEY

Virginia Louise Birks
EAST CANTON, OHIO

Dwayne Lee Black
LIGHTHOUSE POINT, FLORIDA

Patricia Ann Brubaker
SAN GABRIEL, CALIFORNIA

Guy Campbell, Jr.
MOORESTOWN, NEW JERSEY

Sang Kong Choi
MADISON, NEW JERSEY

Cherie Layne Deck
DENVER, COLORADO

Louise Knight Devery
BASKING RIDGE, NEW JERSEY

Faith Christa Dimatteo
JERSEY CITY, NEW JERSEY

Esther Purdy Divney

PERU, NEBRASKA

Carol Anne Duffy

REYNOLDSBURG, OHIO

Lester Eugene Eberhart

TOMS RIVER, NEW JERSEY

James Michael Faile

BETHLEHEM, PENNSYLVANIA

Eleanor Bradway Hanna

BERWYN, PENNSYLVANIA

Raymond Clinton Hart

MARLTON, NEW JERSEY

Jaime Enrique Herrera

EDISON, NEW JERSEY

Thomas Gary Isakson

CHICAGO, ILLINOIS

Young Chol Jang

FOREST HILLS, NEW YORK

Frances Jerome

LANSDOWNE, PENNSYLVANIA

Wilbert Davis Jerome

LANSDOWNE, PENNSYLVANIA

Wayne Michael Jones

MADISON, NEW JERSEY

Mary Therese Logan

AVON BY THE SEA, NEW JERSEY

Susan Jane May

GLENSIDE, PENNSYLVANIA

Kevin Randolph McDonald

SHERMAN, TEXAS

Sheryll Lynn McMillan

BERRIEN SPRINGS, MICHIGAN

Michiyo Morita

MADISON, NEW JERSEY

Betty Ann Morris

LOCUST GROVE, VIRGINIA

Suzanne Boesel Northcraft

BOCA RATON, FLORIDA

Daisy Uzoamaka Ngozichukwuka

Obi

LAGOS, NIGERIA

Carol Ann Reynolds

ROCHESTER, NEW YORK

Sheila Antoinette Riley

EDISON, NEW JERSEY

John Timothy Rittler

LUTHERVILLE, MARYLAND

Grace Johnson Ross

SCHENECTADY, NEW YORK

Rodger Phillip Sellers

LONG BRANCH, NEW JERSEY

Edwin Roberts Sumner, Jr.

FLEMINGTON, NEW JERSEY

Susan Tague-Smith

COHOES, NEW YORK

Richard Alexander Taylor

GRAND TURK, TURKS AND CAICOS
ISLANDS

John Timmer

GRAND RAPIDS, MICHIGAN

James Alexander Todd

SPRINGFIELD, ILLINOIS

Emily Varga-Comella

BASKING RIDGE, NEW JERSEY

Johnnie Walker

GRAND RAPIDS, MICHIGAN

Barbara Yandell

NEW PROVIDENCE, NEW JERSEY

Representations ~

COLLEGES

- A. and T. College of North
 Carolina, 1
 Abilene Christian University, 1
 Adelphi University, 1
 Albright College, 2
 Alderson-Broadbudd College, 1
 Allegheny College, 1
 Alma College, 2
 American International College, 1
 American University, D.C., 3
 Amherst College, 1
 Anderson College, Indiana, 1
 Andrews University, 1
 Asbury College, 3
 Auburn University, 2
 Augustana College, South Dakota, 2
 Austin College, 3
 Azusa Pacific University, 1

 Baker University, 1
 Bates College, 2
 Baylor University, 4
 Bethany Bible College, 4
 Bethel College, Indiana, 1
 Bethel College, Kansas, 1
 Bethel College, Minnesota, 2
 Bethel College, Tennessee, 1
 Biola University, 3
 Bishop College, 1
 Bloomfield College, 1
 Bloomsburg University of Pennsylvania, 1
 Boston College, 1
 Bowdoin College, 1
 Bowling Green State University, 1
 Bradley University, 1
 Brandeis University, 1
 Brown University, 2
 Bucknell University, 3

 Burma Institute of Theology, 2
 Butler University, 1

 Caldwell College, 2
 California Baptist College, 1
 California Polytechnic State University, 1
 California State Polytechnic University,
 Pomona, 4
 California State University, Fresno, 1
 California State University, Fullerton, 2
 California State University, Long Beach, 1
 California State University, Northridge, 1
 Calvin College, 6
 Capital University, Ohio, 1
 Carson-Newman College, 1
 Carthage College, 1
 Cascade College, 1
 Cedarville College, 1
 Centenary College of Louisiana, 1
 Central Bible College, 3
 Central College, Iowa, 1
 Central Methodist College, 1
 Central Michigan University, 2
 Cherra Theological College, 1
 Chongshin College, 1
 Chonnam National University, 1
 Christ College, Irvine, 2
 Christian Heritage College, 1
 Chungnam National University, 1
 The Citadel, Military College of South
 Carolina, 1
 City University of New York, 2
 Claflin University, 1
 Coe College, 1
 Colby College, 1
 Colgate University, 1
 College of Mount Saint Joseph,
 Ohio, 1

- College of Mount Saint Vincent, 1
 College of New Rochelle, 5
 College of Saint Rose, 1
 College of Saint Thomas, 1
 College of William and Mary, 2
 College of Wooster, 11
 Colorado College, 2
 Colorado State University, 2
 Columbia Bible College, 1
 Columbia Christian College, 2
 Columbia University, 3
 Concordia College, Illinois, 1
 Concordia Senior College, 1
 Coppin State College, 1
 Cornell University, 3
 Corpus Christi State University, 1
- Dallas Baptist College, 1
 Dartmouth College, 4
 Davidson College, 12
 Denison University, 3
 DePauw University, 4
 Dokkyo University, 1
 Don Bosco College, New Jersey, 1
 Dong-A University, 1
 Dongguk University, 1
 Drew University, 4
 Duke University, 7
 Duquesne University, 2
 Dyke College, 1
- Earlham College, 2
 East Stroudsburg State University, 1
 Eastern College, 3
 Eastern Illinois University, 1
 Eastern Kentucky University, 2
 Eastern Mennonite College, 1
 Eastern Michigan University, 1
 Eastern Nazarene College, 1
 Eckerd College, 3
 Edinboro University of Pennsylvania, 1
 Elmhurst College, 1
 Emerson College, 1
 Emmanuel College and School of Christian Ministry, 1
 Emory University, 1
 Evangel College, 1
 Ewha Womans University, 3
- Flinders University of South Australia, 1
 Florida A&M University, 1
- Florida State University, 1
 Fordham University, 3
 Fort Lewis College, 1
 Freed-Hardeman College, 1
 Fresno Pacific College, 1
 Friends University, 1
 Furman University, 3
- Gardner-Webb, College, 1
 Geneva College, 2
 George Fox College, 1
 George Washington University, 1
 Georgetown University, 1
 Georgia Institute of Technology, 2
 Georgia State University, 2
 Gettysburg College, 4
 Glassboro State College, 2
 Gordon College, 5
 Goshen College, 2
 Grand Valley State Colleges, 1
 Greenville College, Illinois, 1
 Grinnell College, 1
 Grove City College, 4
 Gustavus Adolphus College, 1
- Haigazian College, 2
 Hankuk University of Foreign Studies, 1
 Hanover College, 1
 Hanyang University, 1
 Harvard University, 7
 Haverford College, 1
 Heidelberg College, 2
 Helderberg College, South Africa, 1
 Hobart and William Smith Colleges, 2
 Hollins College, 1
 Holy Light Theological College, 1
 Holy Redeemer College, 1
 Hong Kong Baptist College, 1
 Hope College, 11
 Houghton College, 7
 Howard University, 3
 Huntingdon College, 1
- Indiana University, Indiana, 3
 International Christian University, Tokyo, 1
 Iona College, 2
 Iowa Wesleyan College, 1
- Jamestown College, 1

- Jersey City State College, 2
 Johns Hopkins University, 4

 Kalamazoo College, 1
 Kean College of New Jersey, 2
 Kenyon College, 2
 King College, Tennessee, 2
 King's College, New York, 3
 Korea University, 1

 Lafayette College, 5
 Lander College, 1
 Lebanon Valley College, 1
 Lee College, Tennessee, 4
 Lehigh University, 1
 Lewis and Clark College, Oregon, 1
 Lewis-Clark State College, Idaho, 1
 Liberty University, 1
 Long Island University, 1
 Loughborough University, 1
 Louisiana College, 1
 Louisiana State University, 1
 Lowell Technological Institute, 1
 Luther College, Iowa, 1
 Lycoming College, 1

 Macalester College, 1
 Malone College, 1
 Manhattan School of Music, 1
 Manhattanville College, 1
 Mankato State University, 1
 Maryville College, 1
 McMaster University, 1
 McMurry College, 1
 McPherson College, 1
 Mercer University, Macon, 2
 Messiah College, 3
 Miami University, Ohio, 1
 Michigan State University, 2
 Mid-America Bible College, 1
 Midland Lutheran College, 1
 Milligan College, 2
 Minnesota Bible College, 1
 Mississippi State University, 1
 Monmouth College, Illinois, 1
 Monmouth College, New Jersey, 2
 Montclair State College, 4
 Mount Holyoke College, 1
 Mount Saint Mary's College, 2
 Muhlenberg College, 2
 Muskingum College, 1

 National Chung-Hsing University, 1
 National Taiwan University, 1
 National University, Mexico, 1
 New York University, 4
 Norfolk State College, 1
 North American Baptist College, 1
 North Carolina State University, 1
 North Carolina Wesleyan College, 1
 North Central College, Illinois, 1
 North Eastern Hill University, 1
 North Park College, 4
 North Texas State University, 1
 Northeast Missouri State University, 1
 Northeastern Bible College, 1
 Northern Arizona University, 1
 Northwestern College, Iowa, 2

 Oakwood College, 1
 Oberlin College, 1
 Occidental College, 3
 Oglethorpe University, 1
 Ohio Northern University, 1
 Ohio State University, 1
 Ohio University, 2
 Oklahoma Baptist University, 1
 Old Dominion University, 1
 Olivet Nazarene College, 1
 Oral Roberts University, 9
 Oregon State University, 1

 Pacific Lutheran University, 2
 Pennsylvania State University, 7
 Pepperdine University, 4
 Philippine Christian University, 1
 Phillips University, 1
 Pikeville College, 1
 Pomona College, 1
 Portland State University, 1
 Prairie View A & M University, 1
 Presbyterian College, South Carolina, 3
 Presbyterian School of Christian
 Education, 1
 Presbyterian Theological Seminary,
 Seoul, 1
 Princeton University, 3

 Queen's University, Belfast, 2
 Queens College, North Carolina, 1

 Rensselaer Polytechnic Institute, 1
 Rhodes College, 3
 Rider College, 3
 Rikkyo University, 1
 Rochester Institute of Technology, 1

- Rocky Mountain College, 1
 Rutgers University, 15

 Saint Augustine's College, 1
 Saint Francis College, 1
 Saint John's University, New York, 42
 Saint Joseph's Seminary, New York, 1
 Saint Joseph's University, Pennsylvania, 1
 Saint Mary's Seminary and University, 3
 Saint Olaf College, 7
 Saint Vincent College, Pennsylvania, 1
 San Diego State University, 1
 San Jose Bible College, 1
 Seattle Pacific University, 3
 Seoul National University, 7
 Serampore College, 1
 Seton Hall University, 1
 Shaw University, 2
 Shippensburg University of
 Pennsylvania, 1
 Silliman University, 1
 Slippery Rock University of
 Pennsylvania, 1
 Smith College, 3
 Soong Sil University, 2
 Southeast Missouri State University, 1
 Southeastern Bible College, 2
 Southern Connecticut State University, 1
 Southern Illinois University, 1
 Southern Methodist University, 1
 Southwest Missouri State University, 1
 Springfield College, Massachusetts, 2
 Stanford University, 6
 State University of New York, Albany, 2
 State University of New York,
 Binghamton, 1
 State University of New York, Buffalo, 1
 State University of New York, Fredonia, 1
 State University of New York, Geneseo, 2
 State University of New York, Purchase, 1
 Stetson University, 4
 Stillman College, 1
 Susquehanna University, 2
 Swarthmore College, 2
 Synod College, 1
 Syracuse University, 2

 Tabor College, 1
 Tainan Theological College, 1
 Tarkio College, 1
 Taylor University, 2
 Temple University, 6
 Tennessee State University, 1

 Texas Christian University, 2
 Texas Lutheran College, 1
 Thiel College, 1
 Thomas A. Edison State College, 1
 Trent University, 1
 Trenton State College, 6
 Trinity College, Connecticut, 1
 Trinity College, Ghana, 1
 Trinity College, Illinois, 1
 Trinity University, Texas, 1
 Tufts University, 1

 Union College, Kentucky, 1
 Union University, Tennessee, 1
 University of the Pacific, 1
 University of the South, 1
 University of the West Indies, 3
 University of Adelaide, 2
 University of Akron, 1
 University of Alabama, 1
 University of Aleppo, Syria, 1
 University of Arkansas, 1
 University of Arkansas, Monticello, 1
 University of Bridgeport, 1
 University of California, Berkeley, 9
 University of California, Davis, 2
 University of California, Irvine, 2
 University of California, Los Angeles, 4
 University of California, Riverside, 2
 University of California, San Diego, 4
 University of California, Santa Barbara, 5
 University of Cape Coast, 1
 University of Chattanooga, 1
 University of Chicago, 1
 University of Cincinnati, 1
 University of Colorado, 5
 University of Connecticut, 2
 University of Delaware, 5
 University of Denver, 1
 University of Detroit, 1
 University of Dublin, 1
 University of Dubuque, 1
 University of Edinburgh, 1
 University of Florida, 1
 University of Georgia, 2
 University of Ghana, 1
 University of Houston, 2
 University of Illinois, 3
 University of Iowa, 2
 University of Kansas, 2
 University of Kerala, 1
 University of La Verne, 1
 University of Lowell, 1

University of Madras, 4
 University of Maine, 1
 University of Maryland, 5
 University of Michigan, 8
 University of Minnesota, 4
 University of Mississippi, 1
 University of Missouri, Columbia, 1
 University of Montana, 2
 University of Mysore, 1
 University of Nevada, Reno, 1
 University of New Mexico, 2
 University of New Zealand, 1
 University of North Carolina, 10
 University of Notre Dame, 2
 University of Oxford, 3
 University of Pennsylvania, 1
 University of Pretoria, 1
 University of Puerto Rico, 2
 University of Puget Sound, 1
 University of Reading, 1
 University of Redlands, 2
 University of Richmond, 3
 University of Rochester, 1
 University of San Francisco, 1
 University of Santa Clara, 1
 University of South Africa, 1
 University of South Carolina, 3
 University of South Dakota, 1
 University of South Florida, 2
 University of Southern California, 4
 University of Tasmania, 1
 University of Tennessee, 3
 University of Texas, 7
 University of Toronto, 3
 University of Tuebingen, 1
 University of Tulsa, 3
 University of Virginia, 5
 University of Washington, 11
 University of Windsor, 1
 University of Winnipeg, 1
 University of Wisconsin, 3

University of Wisconsin, River Falls, 1
 Upsala College, 1
 Ursinus College, 2
 Valdosta State College, 1
 Valley Forge Christian College, 1
 Vanderbilt University, 4
 Vassar College, 1
 Victoria University of Wellington, 1
 Villanova University, 1

Wabash College, 1
 Wagner College, 1
 Wake Forest University, 5
 Washington University, Saint Louis, 1
 Wayne State University, 1
 Wesleyan University, 2
 West Chester University, 3
 West Virginia Wesleyan University, 1
 Western Bible College, 1
 Western Michigan University, 2
 Western Washington University, 1
 Westminster College, Missouri, 1
 Westminster College, Pennsylvania, 5
 Westmont College, 5
 Wheaton College, Illinois, 6
 Whitman College, 1
 Whittier College, 1
 Whitworth College, 17
 Widener College, 1
 Wilberforce University, 2
 Wilfrid Laurier University, 1
 Willamette University, 3
 William Paterson College, 2
 Wilson College, 1
 Wofford College, 1

Yonsei University, 5
 York College of Pennsylvania, 1

Number of Colleges, 438

SEMINARIES

Alliance Theological Seminary, 1
 Andover Newton Theological School, 4
 Asbury Theological Seminary, 6
 Ashland Theological Seminary, 1
 Asian Center for Theological Studies and
 Mission, Seoul, 1
 Assemblies of God Theological
 Seminary, 4

Atlantic School of Theology, 1
 Austin Presbyterian Theological
 Seminary, 1
 Berkeley Divinity School, 1
 Bethel Theological Seminary, 4
 Biblical Seminary of Columbia, 1
 Bishop's College, 1

- Burma Institute of Theology, 2
- Calvin Theological Seminary, 3
- Central Baptist Theological Seminary, 1
- Christian Theological Seminary, 1
- Church of God School of Theology, 1
- Colgate Rochester/Bexley Hall/Crozer, 2
- Columbia Theological Seminary, 5
- Concordia Seminary, St. Louis, 1
- Cumberland Presbyterian Theological Seminary, 1
- Drew University School of Theology, 2
- Dubuque Theological Seminary, 1
- Duke University Divinity School, 6
- Earlham School of Religion, 1
- Eastern Baptist Theological Seminary, 7
- Emmanuel College, Toronto, 1
- Emmanuel School of Religion, Tennessee, 1
- Episcopal Divinity School, 2
- Evangelical Seminary of Puerto Rico, 2
- Fuller Theological Seminary, 11
- Garrett-Evangelical Theological Seminary, 1
- General Theological Seminary, 3
- Gordon-Conwell Theological Seminary, 4
- Goshen Biblical Seminary, 3
- Hamma Divinity School, 1
- Harvard Divinity School, 4
- Hebrew Union College, 1
- Holy Cross Greek Orthodox School of Theology, 2
- Hong Kong Baptist Theological Seminary, 1
- Howard University Divinity School, 1
- Interdenominational Theological Center, 1
- Louisville Presbyterian Theological Seminary, 2
- Luther Northwestern Theological Seminary, 8
- Lutheran School of Theology, Chicago, 3
- Lutheran Theological Seminary, Gettysburg, 2
- Lutheran Theological Seminary, Philadelphia, 4
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- Saint John's College, New Zealand, 1
- Saint Mary's Seminary and University, 1
- Saint Paul's United Theological College, Kenya, 1
- School of Theology at Claremont, 1
- Seoul Theological Seminary, 1
- Serampore University, 5
- Southeastern Baptist Theological Seminary, 2
- Southern Baptist Theological Seminary, 6
- Southwestern Baptist Theological Seminary, 3

- Tainan Theological College and Seminary, 2
 Taiwan Theological College, 1
 Talbot Theological Seminary, 1
 Theological Institute, Bucharest, 1
 Theological Seminary of the Reformed Episcopal Church, 1
 Tokyo Christian Theological Seminary, 1
 Tokyo Union Theological Seminary, 1
 Trinity Evangelical Divinity School, 1
 Trinity Lutheran Seminary, 1

 Union Theological Seminary, Cavite, 1
 Union Theological Seminary, New York, 5
 Union Theological Seminary, Virginia, 3
 United Reformed Theological Institution, Cluj, 1
 United Theological Seminary, Ohio, 1
 University of the South, 1
 University of Chicago Divinity School, 1

 University of Dublin, 1
 University of Edinburgh, 2
 University of Erlangen, 1
 University of London, 2
 University of Nottingham, 1
 University of Pretoria, 1
 University of Saint Andrews, 1
 University of South Africa, 2

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 Virginia Union University, 1

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 Scotland, 1
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 Sri Lanka, 1
 Switzerland, 1
 Syria, 1
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Candidates for the Doctor of Philosophy Degree, Enrolled	40
Candidates for the Doctor of Ministry Degree, Enrolled	37
Candidates for the Master of Theology Degree, Enrolled.....	89
Candidates for the Master of Divinity Degree	445
Senior Class	145
Interns.....	13
Middle Class	165
Junior Class	122
Candidates for the Master of Arts Degree	21
Post-M.Div.	2
Senior Class	6
Junior Class	13
Special Students.....	<u>9</u>
Total Regular Resident Students.....	641
Unclassified Students Enrolled for Credit	54
Post-Resident Doctor of Philosophy Candidates	74
Doctor of Ministry Candidates Not in Workshop.....	<u>102</u>
Total Active Enrollment	871

Degrees Conferred in 1989 ~

MASTERS OF ARTS

Dinah Benedicta Abbey-Mensah
Robert Anaasse Andersen-Mensah
Hwa-Ja Park Bang
Ivan Ranfurly Brown
Solomon Sebastian Campbell
Kyoung Ja Han
William Morris Hosking, Jr.
Sung Yi Jang
Kyungok Esther Jeon

Cathy Elizabeth Martin Maiden
Gordon Allison Mikoski
Mary Cecilia Murray
Dina Fouad Nseir
Bridget Babette Davis Reeves
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Ralph Hwei-Chih Su
Robert Martin Williams

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Susan Lynn Asher
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James Brian Banks
Michael Jesse Battle
Katharine Oriole Ford Bilis
William Lynn Borrer
Robert Allen Boyar
Diana Carol Brady
Melissa Alexander Brown
John Douglas Burford
Randall Kevin Bush
Melissa Ann Charleroy
Steven Lowell Chase
Du Yol Choi
Fred Jin-Bum Choy
Thomas Clark Cramer
Mary Jo Elizabeth Dahlberg
Gerard Peter Davis
James Edson Deal

Timothy Eric Dennis
David Andrew Douthett
Beth Hilary DuBois
Donna Marie Elia
Barry Arthur Ensign-George
Elizabeth Jean Ensign-George
Bruce Jordan Forbes
Stephen Paul Fritz
Mark Keith George
Dayle Elaine Gillespie
Thomas Hall Goetz
Catherine Anne Gorman
Joseph Nathaniel Gray
William Norman Alexander Greenway, Jr.
Terry Gene Hadlock
Alan Roger Hager
Thomas Norman Hall
Taehun Danny Han
Cynthia Jane Harris
Leonard Jeffrey Hedges-Goettl
Craig Phillip Henderson
George Henry Henderson, Jr.
Kevin Ray Henson
William Graham Hester
Allen Ray Hilton

Olive Elaine Hinnant
 Sungkee Ho
 Julie Evonne Hodges
 Miles Huntley Hodges
 Carl Edward Horton
 Philip James Hughes
 John Joseph Hunter
 William Henry Ingram
 Seong Ho Jeon
 In Soo Jung
 Frederick Marsh Kellegrew
 Kyu-Hyung Romulo Kim
 Irene Helen King
 Nicholas Kourgialis
 Allan Clifton Lane
 Audrey Evans Lee
 Jennifer Lynn Lord
 Ruth Elizabeth Lowry
 Daniel Jon Lundquist
 Peggy Marshall
 Colleen Ann McColgan
 Roger Kent McCrummen
 Kennedy Matthew McGowan
 James Fred McIntire
 Mary Louise Cameron McNeal
 Judy Raelene Jenkins Middleton
 Rebecca Migliore
 Nancy Allison Mikoski
 David Doxsee Miles
 Kang Na
 Rodney Lee Newman
 John Rob Norwood, Jr.
 Ronald David Oldenkamp
 Angella Mikyong Pak
 Billy Kee-Hum Park
 Marion Young-Me Park

Janet Lynn Parker
 John William Phillips
 Paul Hubert Pittman III
 Mark Edward Porizky
 Kevin Curtis Pound
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 Jeffrey Don Rediger
 Cynthia Lynn Rigby
 Matthew Todd Robinson
 Robert Phillip Rognlien, Jr.
 Kenneth Irwin Rothman
 Daniel Joseph Russell
 Mark Thomas Rutledge
 Nancy Hurd Schluter
 Rebecca Anne Sherwood
 Edward Reid Snyder
 DeForest Blake Soaries, Jr.
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 Richard Knox Swayze, Jr.
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 Michael O'Dell Thomas
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 Elizabeth Ann Vandegrift
 Arthur Alvin VanderVeen, Jr.
 Amy Louise Visco
 Johnnie Walker
 Linda Lee Kinch Wass
 Molly Meredith Whipple
 Gordon Stuart Wiersma
 Kenneth Steven Willian
 Robert Adriaan Winkler
 Richard Lawrence Young
 George Novak Zigich

MASTERS OF THEOLOGY

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 Michael Joseph Avila
 Cesar Orlando Ayala
 Guenter Ernst Banzhaf
 Larry Raymond Broadright
 Zane Kelly Buxton
 Jean Jacques Cadet
 Kevin Shun Kai Cheng
 Sostenes Arruda de Macedo
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 Donald George Kienz
 Young Do Kim

Young Ho Kim
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 Kyoo-Min Lee
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 Cathy Ann Ludwig
 Eva Kadar Lukacs
 Geevarughese Mathew
 Mary Jean Birmingham Metzger
 David Soung Ho Nah
 Leslie Robert Alan Nelson
 Henry Nixon, Jr.
 Daisy Uzoamaka Ngozichukwuka Obi
 Yo-Seop Ra
 Nigel James Robb

Blair Robertson
 Timothy Richard Sahr
 Mie Satake
 Jeyachandran David Singh
 Eriberto Soto-Concepcion
 Seth Sykes
 Gunter Thomas
 Jacqueline Ann Thomas
 Donald Lurton Tucker
 Sarah Anne Delman Turner
 Peter Evans Whitelock
 H. Stanley Wood
 In Yang
 Kwang Ho Yang
 Young Ki Yoo

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James Robert Haner
 Dana Bruce Martin

James Ronald Savage
 Robert Gavin White

DOCTORS OF PHILOSOPHY

Rodger Neil Elliott
 Sandra Cecille Ellis-Killian
 Elizabeth Anne Frykberg
 Aurelio Angel Garcia Archilla
 Michael James Gorman
 David Wesley Johnson

Bruce Lindley McCormack
 Anna May Say Pa
 Jeffrey Stephen Siker
 David Lewis Stokes
 Renita Jean Weems

Awards in 1989 ≈

THE FELLOWSHIP IN NEW TESTAMENT

Allen Ray Hilton

THE FELLOWSHIP IN THEOLOGY

Kenneth Irwin Rothman

THE FELLOWSHIP IN PRACTICAL THEOLOGY

Terry Martin Baker

THE FELLOWSHIP IN RELIGION AND SOCIETY

Colleen Ann McColgan

THE GRADUATE STUDY FELLOWSHIPS FOR THE PARISH MINISTRY

Robert Phillip Rognlien, Jr.

Elizabeth Ann Vandegrift

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Jeffries Mock Hamilton

Kang Na

THE DAVID HUGH JONES PRIZE

Randall Kevin Bush

THE ROBERT GOODLIN PRIZE

Mary Jo Elizabeth Dahlberg

THE JAGOW PRIZES IN HOMILETICS AND SPEECH

Mary Louise Babr

LaDonna France Huizenga

THE MARY LONG GREIR-HUGH DAVIES PRIZE IN PREACHING

Judy Raelene Jenkins Middleton

THE JOHN ALAN SWINK PRIZE IN PREACHING

Angella Mikyong Pak

THE GEORGE L. RENTSCHLER PRIZE IN SPEECH COMMUNICATION

Linda Lee Kinch Wass

THE CHARLES J. RELLER ABIDING MEMORIAL FUND AWARD

Mark Edward Porizky

THE JOHN T. GALLOWAY PRIZE IN EXPOSITORY PREACHING

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THE FRIAR CLUB AWARD

Janet Lynn Parker

THE JOHN HAVRAN PRIZE IN CHRISTIAN EDUCATION

Gordon Allison Mikoski

THE ROBERT L. MAITLAND PRIZE IN ENGLISH BIBLE

Barry Arthur Ensign-George

THE BENJAMIN STANTON PRIZE IN OLD TESTAMENT

Thomas Kinsell Carr

THE E. L. WAILES MEMORIAL PRIZE IN NEW TESTAMENT

Obery Mack Hendricks, Jr.

THE HENRY SNYDER GEHMAN AWARD IN OLD TESTAMENT

Jeffrey Earl Peterson

THE ARCHIBALD ALEXANDER HODGE PRIZE IN SYSTEMATIC THEOLOGY

Bradley James Elliott

THE WILLIAM TENNENT SCHOLARSHIP

Anne Elizabeth Anderson Zimmerman

THE EDWARD HOWELL ROBERTS SCHOLARSHIPS IN PREACHING

Ann Jolene Deibert

Cleophus James LaRue

THE PRESBYTERIAN MEDICAL CENTER OF PHILADELPHIA

CLINICAL STUDIES AWARD

Gerard Peter Davis

THE RAYMOND IRVING LINDQUIST FELLOWSHIP IN

THE PARISH MINISTRY

Charles Morgan Trotter

THE FREDERICK NEUMANN PRIZE FOR EXCELLENCE IN
GREEK AND HEBREW

John William Wurster

THE KENYON J. WILDRICK AWARD

Cynthia Lynn Rigby

THE AMERICAN BIBLE SOCIETY AWARD

Stephen Wayne Ramp

THE ROBERT BOYD MUNGER PRIZES IN YOUTH MINISTRY

Emily Jane Anderson

Susan Lynn Asher

THE REVEREND WILLIAM ALFRED BYRD PRIZE

Michael David Teague

THE AARON E. GAST AWARD IN URBAN MINISTRY

DeForest Blake Soaries, Jr.

THE BRYANT M. KIRKLAND PRIZE FOR EXCELLENCE IN
PRACTICAL THEOLOGY

Olive Hinnant

Rodney Lee Newman

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